AL-BAHER

Connect Plus 3

Second Term

Parents' Guide

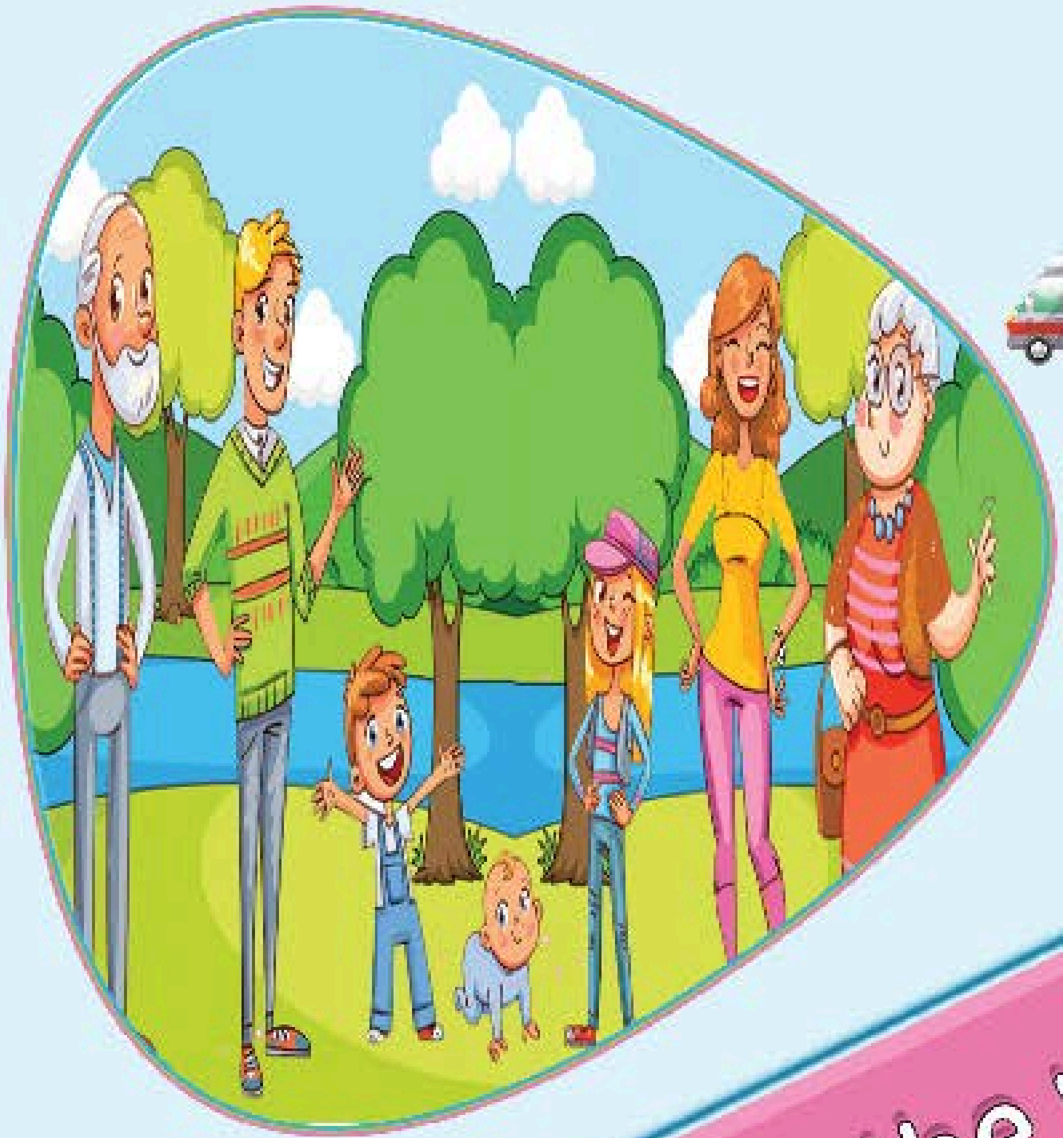


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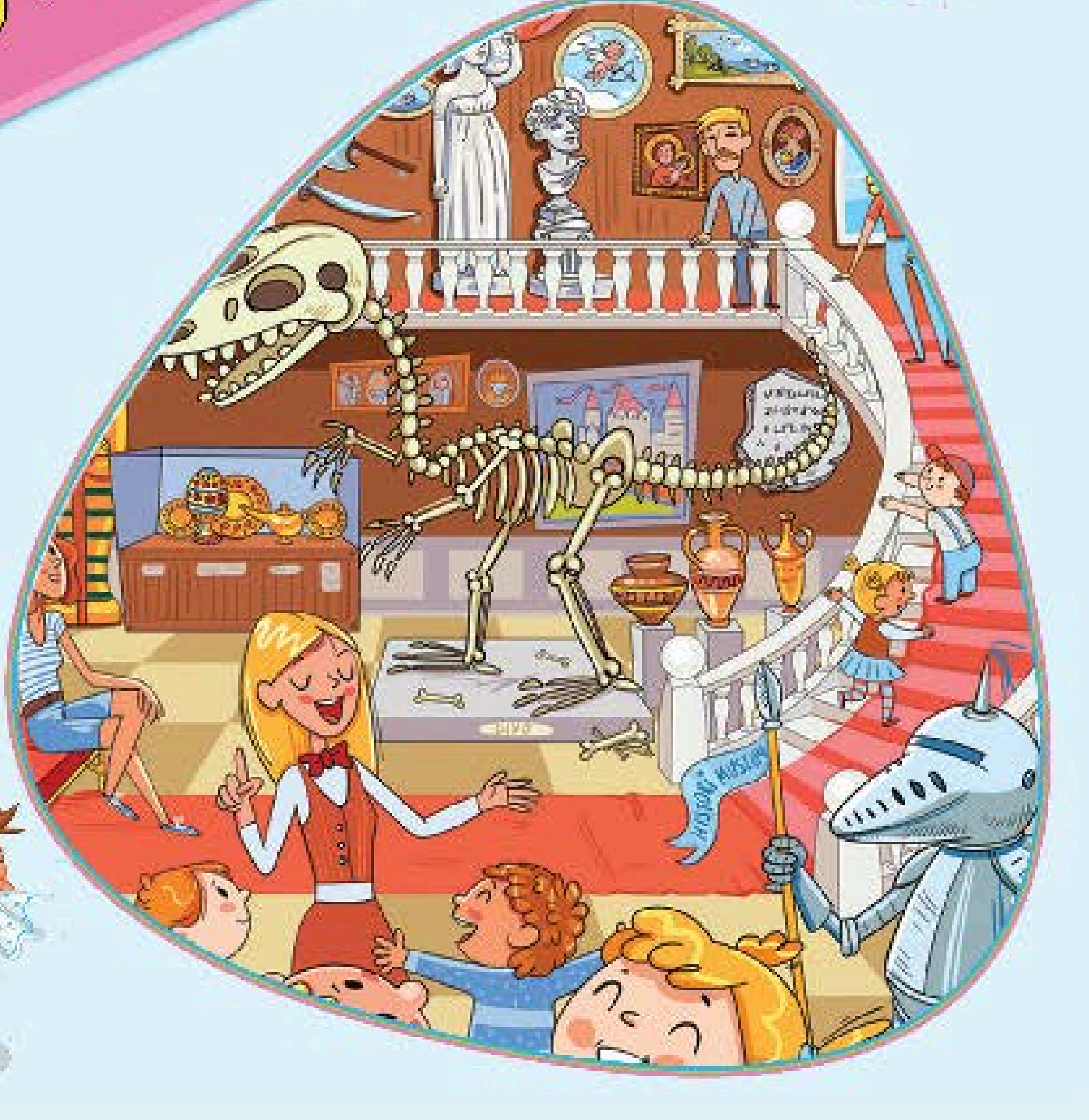


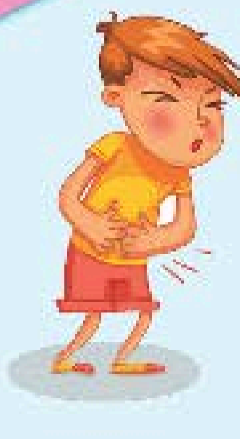




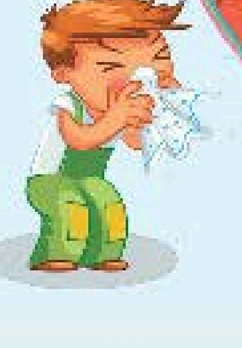
Theme 3: How the world works











Unit 7 Where are the family







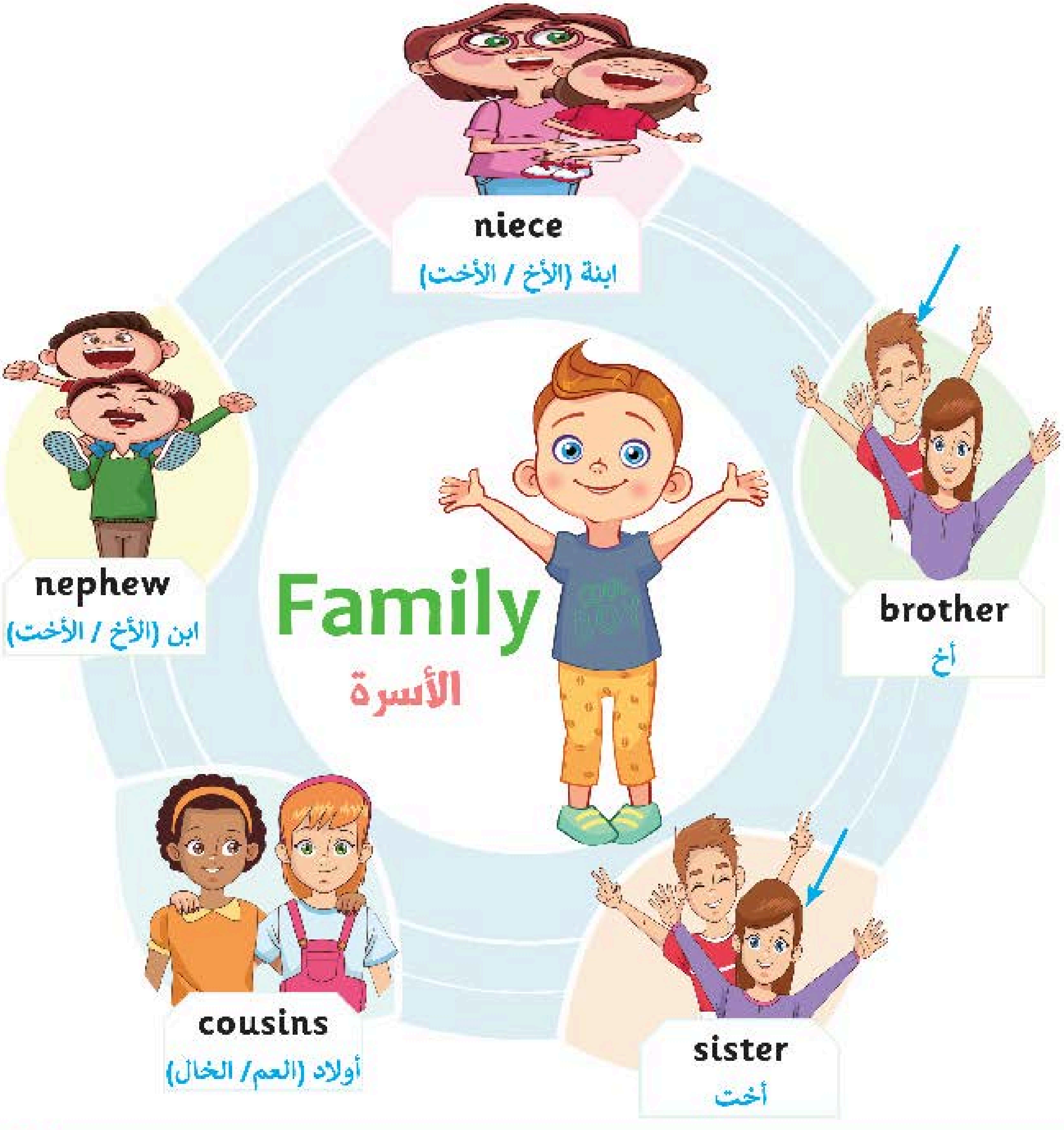
Scope and Sequence:

Vocabulary المفردات اللغوية	Life stages: baby, toddler, child, teenager,adult, elderly person Inherited traits: adapt, behave, characteristics, inherit, litter, newborn, offspring, organism, species, survival, trait Plants: bulb, cell, pollen grains, reproduce, seed
Language اللغة	- I used to have long hair, but now it's short. - I didn't use to be able to ride a bike, but now I can.
Reading القراءة	- A text about identical twins; a text about animal families; a text about plant and animal adaptations
Phonics الصوتيات	ew: new u-e: used ue: blue
Life skills المهارات الحياتية	- Critical thinking - Empathy
Values القيم	- Appreciation of science - Curiosity
Issues and challenges القضايا والتحديات	- Environmental responsibility
Integrated cross-curriculum topics التكامل عبر موضوعات المنهج	- Science: inherited traits, animal babies - Adaptation in animals and in plants - Reproduction in plants

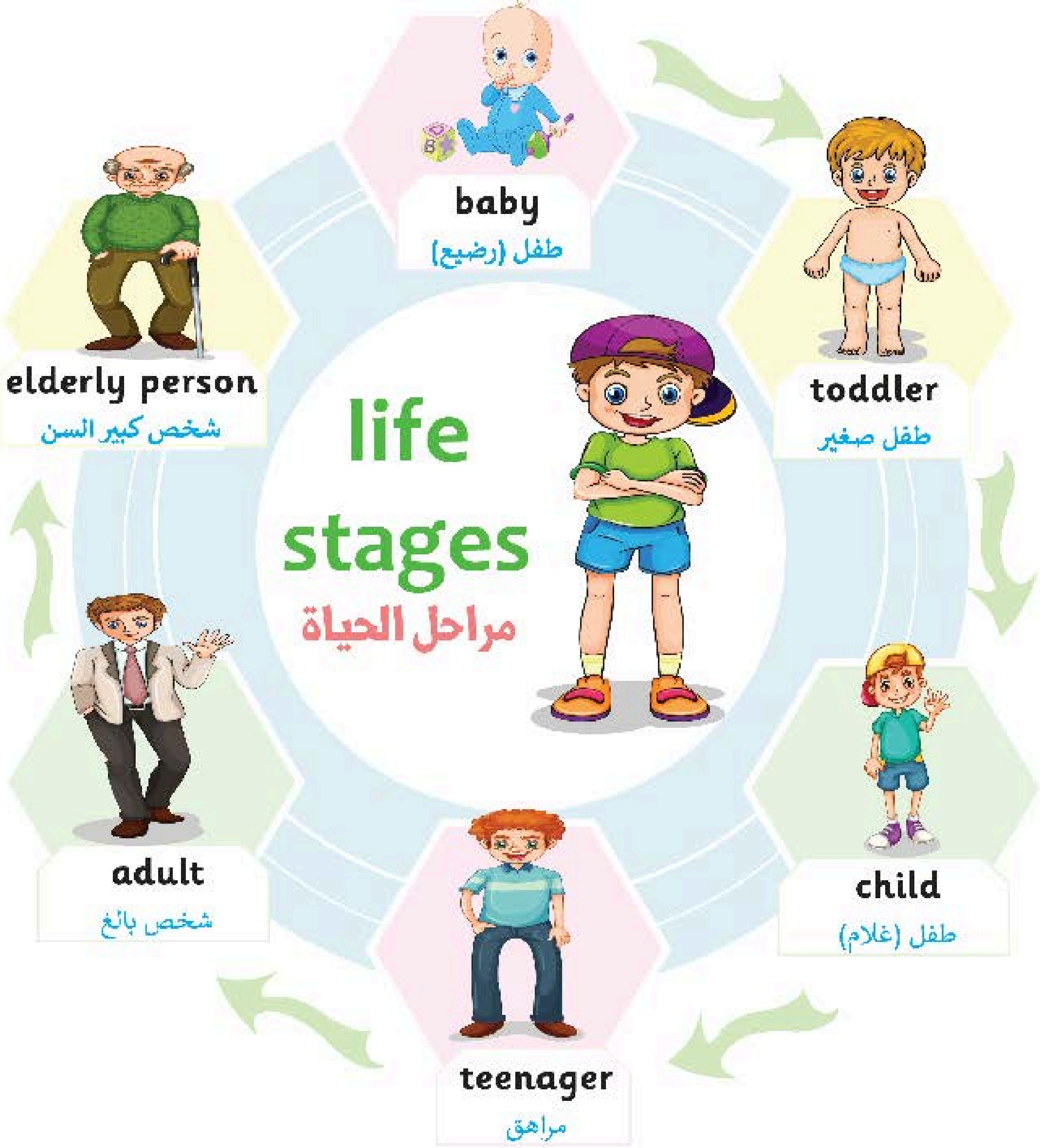
Lesson (1) Listening and Reading

Vocabulary

Listen, point and say.

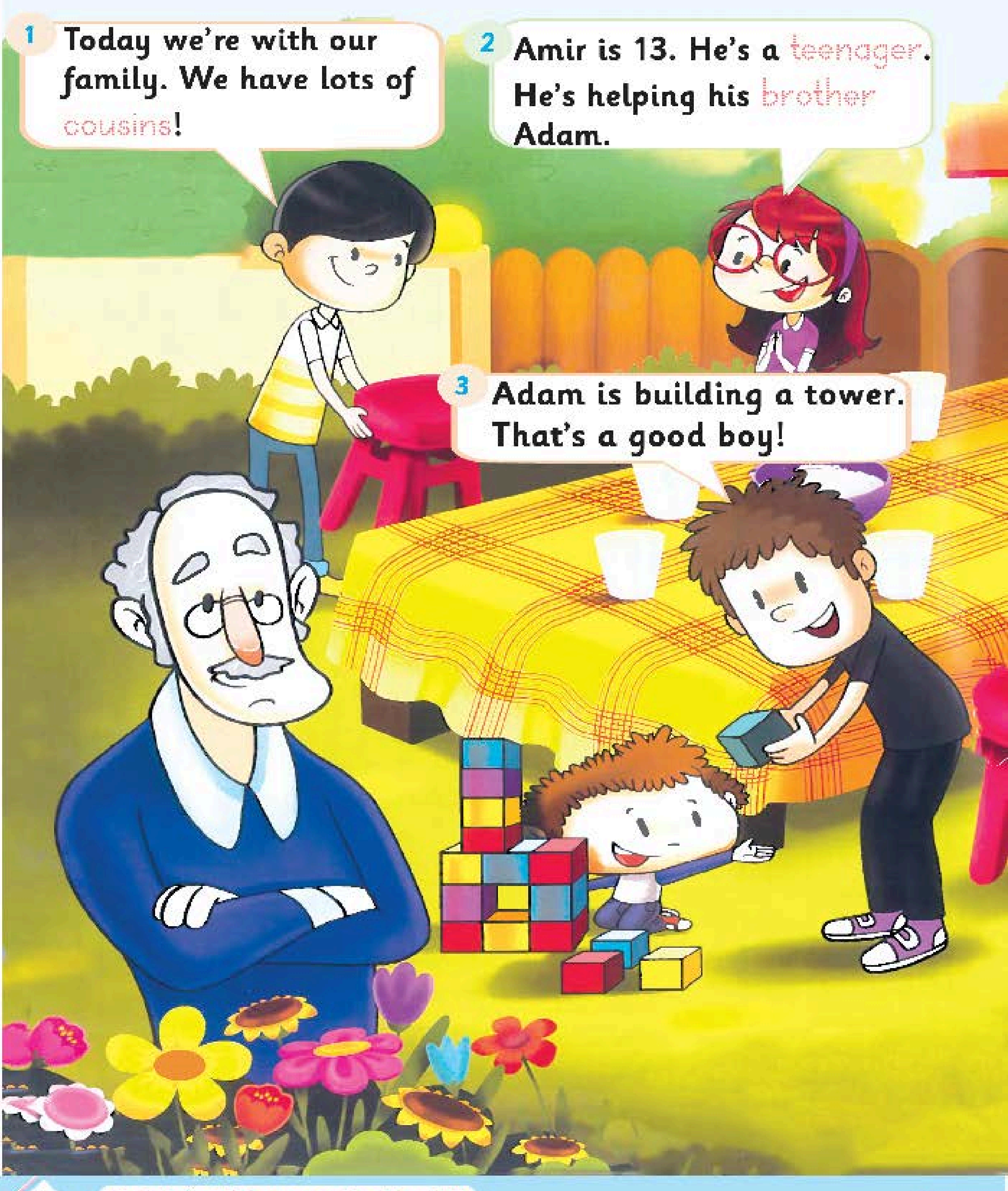


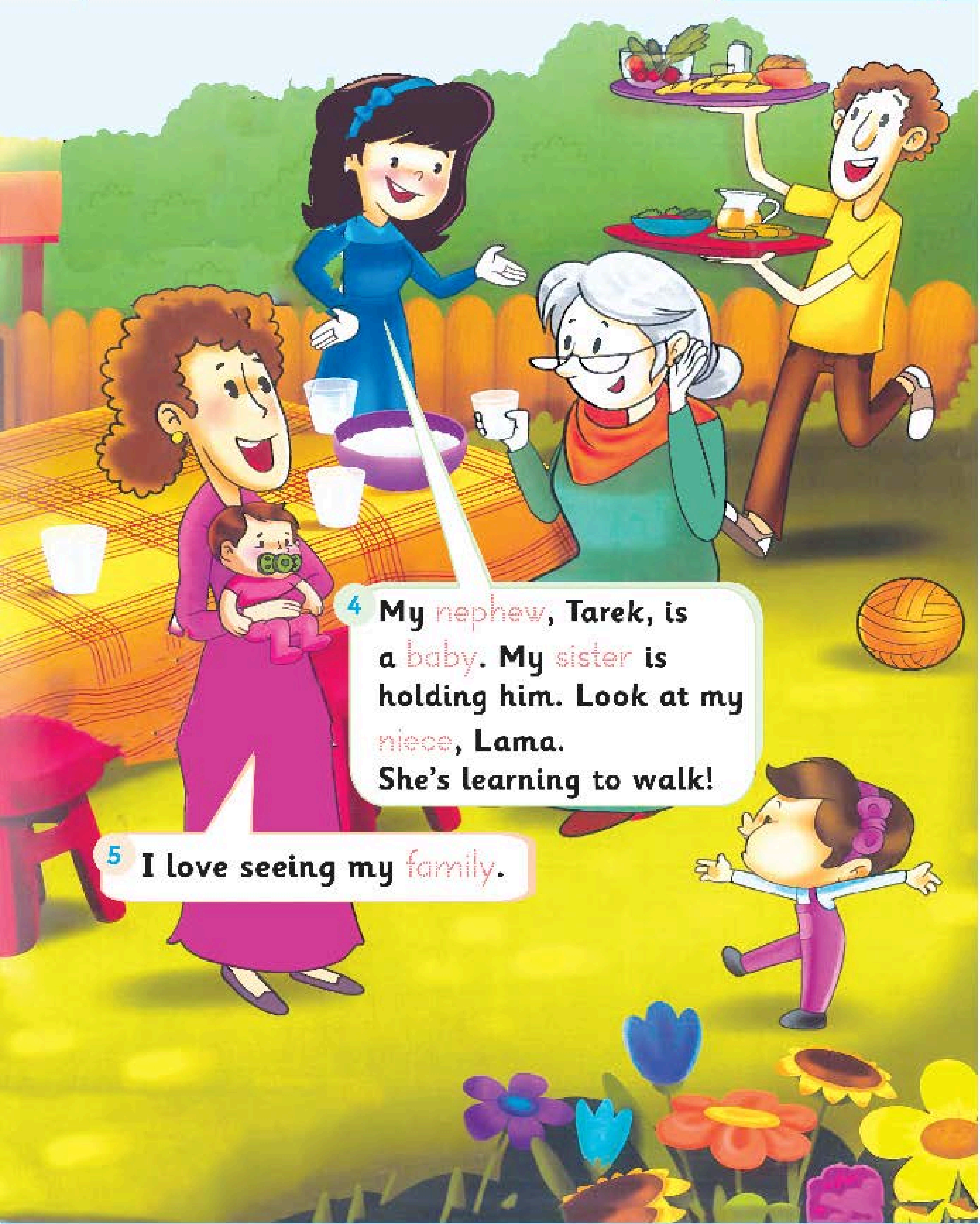
Listen, point and say.



Lesson 1

Look, listen and trace.




4 My nephew, Tarek, is a baby. My sister is holding him. Look at my niece, Lama. She's learning to walk!
5 I love seeing my family.

Lesson 1

Read, trace and answer.



Who am I?



I can't walk or talk, but I sleep a lot and I like playing.

......baby......



I'm learning a lot about the world, and I'm learning to walk.

....



I go to school and I play with my friends. I'm taller than I was last year.

....



I go to school and I help my parents. I'm thinking about what I want to do after school.

....



I can walk, run, jump and swim. I go to work and look after my family.

....



I used to work, but now I don't. I like being with my family. I look after them and they look after me!

....

Read and trace.

What is good about each of the life stages?

ما هى مميزات كل مرحلة عمرية؟



Being a toddler is fun because you are learning a lot and you play lots of games.

مرحلة تعلم المشي و الكلام ممتعة لأنك تتعلم الكثير وتلعب الكثير من الألعاب.

Being an elderly person is good because you know a lot of things.

مرحلةالشيخوخة جيدة لأنك تعرف الكثير من الأشياء.



Activities

1 Look and number.





1 nephew

2 niece

3 adult

4 elderly person





Lesson 1

2 Look and complete.



n_ece



br_ther



s_ster



neph_w



c_usins



b_by



ad_lt



ch_ld

3 Look at the pictures and unscramble the letters.

b
a y b



f i m
a y l



r o t
e l d
d



h c
d l i



d a t
u l



r s i
e t s



o i c
n u s
s



r b e
h t r o



i n e
e c



4 Look at the pictures and complete with:

baby - toddler - child



A .... can't walk or talk.



A............... is learning to walk.

5 Read and match.

1) We're with
2) A toddler is
3) A baby can't
4) An adult

a) walk or talk.
b) goes to work.
c) our family.
d) learning to walk.

1- (   ) 2- (   ) 3- (   ) 4- (   )

6 Choose the correct word(s).

1 He ('s –'re – 'm) a teenager.

2 She is my (nephew – brother – niece).

3 He is my (niece – nephew – sister).

4 A/An (child – baby – elderly person) used to go to work, but now he doesn't.

5 A (baby – child – teenager) can't walk or talk.

Lesson (2) Language use: Tense review

The Present Simple



Form

(I / We / You / They/ A plural noun) + inf.

e.g. I usually go to school on Mondays.



(He / She / It / A singular noun) + verb+(s/es/ies)

e.g. He usually goes to school on Mondays.



Usage

- To express habits.

Keywords

always دائمًا	never أبدًا	sometimes أحيانًا
usually عادةً	often غالبًا	every (day, ...) كل ...

e.g. She usually helps her parents at the weekend.



Negative

(I / We/ You / They/ A plural noun) + don't + inf.

e.g. I don't go to school on Fridays.

(He / She / It / A singular noun) + doesn't + inf.

e.g. He doesn't help his parents.

Unit 7

(Yes / No) questions

Do + (I / we / you / they / a plural noun) + inf. ...?

e.g. Do they go to school on Mondays?

- Yes, they do. – No, they don't.



Does + (he / she / it / a singular noun) + inf. .....?

e.g. Does she help her parents?

- Yes, she does. – No, she doesn't.



Wh- questions

Q.W. + (do / does) + subject (فاعل) + inf. ...?

e.g. What do you usually do on Mondays?
– I usually go to school on Mondays.

e.g. Where does she live? – She lives in Cairo.

Practice

Choose the correct word(s).

1. I (go – goes – going) to school every Tuesday.
2. He usually (go – goes – going) to school on Mondays.
3. They always (help – helping – helps) their parents.
4. We (don't – doesn't – isn't) go to school on Fridays.
5. (Do – Does – Is) she go to school on Fridays?
6. What (do - does - is) he do?

The Past Simple

Form

The second form of the verb

Regular verbs: (inf. + (d / ed / ied)   visit → visited

Irregular verbs: go → went   see → saw

Usage

- To express an action that started and finished in the past.

Keywords

yesterday	أمس	last (year, ...)	(السنة/ ...) الماضية
...... ago	منذ	in the past	في الماضي

e.g. Last year I learned to swim.



Negative

Subject + didn't + inf. ..... .

e.g. I didn't go to school yesterday.



(Yes / No) questions

Did + subject + inf. ....?

e.g. Did you learn to swim?

☺ - Yes, I did.   ☹ - No, I didn't.



Wh- questions

Q.W. + did + subject + inf. ....?

e.g. What did you do last summer?

Practice

Choose the correct word(s).

1 I (visit – visited – visits) my grandparents last month.

2 What (do – does – did) you do last summer?

3 She (don't – didn't – isn't) learn to swim.

4 (Do – Does – Did) they help their parents yesterday?

5 She helped her mother (now – usually – yesterday).

The Present Continuous

Form

I	+	am		
He / She / It	+	is	+	(v.+ing) ... .
We / You / They	+	are		

e.g. Today I'm riding my bike to school.



e.g. My little sister is learning to read.



Usage

- To express an action that is happening now.

Keywords

now	الآن	Look!	انظر!
Listen!	استمع!	today	اليوم

e.g. Listen! She is singing.

Lesson 2

Negative

Subject + (am / is / are) + not + (v.+ing)... .

e.g. He isn't riding his bike.

e.g. They aren't learning to swim.



(Yes / No) questions

Is / Are + subject + (v.+ing)....?

e.g. Is she learning to ride a bike?

☺- Yes, she is. ☹- No, she isn't.

Wh- questions

Q.W. + (is / are) + subject + (v.+ing)....?

e.g. What is she doing?

Practice Choose the correct word(s).

1. She is (learn – learned – learning) to read.
2. Today I ('m riding – ride – rides) my bike.
3. What (is – am – are) you doing?
4. Is he (paint – painting – paints) a picture?
5. What are (he – she – they) doing?

The Present Perfect

Form

(I / We / You / They / A plural noun) + have + P.P. ...

e.g. I've climbed a mountain.

(He / She / It / A singular noun) + has + P.P. ...

e.g. He has painted a picture.



Usage

- To express an action that happened in the past but it has an effect in the present.

Keywords

already	بالفعل	just	حالًا / توًا
ever	من قبل	never	أبدًا

e.g. They have just visited their grandparents.

Negative

Subject + (have/ has) + not + P.P. ....

e.g. I haven't climbed a mountain before.

e.g. He hasn't painted a picture.



Lesson 2

(Yes / No) questions

Have / Has	+	subject	+	P.P. ....?

e.g. Have you painted a picture?

☺- Yes, I have. ☹- No, I haven't.

e.g. Has he climbed a mountain?

☺- Yes, he has. ☹- No, he hasn't.



Wh- questions

Q.W. + (have / has) + subject + P.P. ......?

e.g. How long have you learned English?

Practice

Choose the correct word(s).

1. I (has – have – am) never climbed a mountain.
2. He has (paint – painting – painted) a picture of you.
3. How long (has – have – are) you learned English for?
4. We have (live – lives – lived) in this house all our life.
5. (Has – Have – Is) she climbed a mountain?
6. Have (he – she – they) ever seen a snake?
7. What (has – is – have) she eaten?
8. I've (just – now – ever) visited my friend.

Rewrite Corner

1. I go to school every day. (He)
   ➥ He goes to school every day.
2. She plays tennis. (doesn't)
   ➥ She doesn't play tennis.
3. They visit their grandparents on Fridays. (What ....?)
   ➥ What do they do on Fridays?
4. Last year I learned to swim. (not)
   ➥ Last year I didn't learn to swim.
5. Yes, she visited her grandparents. (Did....?)
   ➥ Did she visit her grandparents?
6. My sister is learning to read. (not)
   ➥ My sister isn't learning to read.
7. I'm riding my bike to the park. (What...?)
   ➥ What are you doing?
8. I have painted a picture of you. (not)
   ➥ I have not painted a picture of you.
9. We have learned English for six years. (How long ....?)
   ➥ How long have you learned English for?
10. I have climbed a mountain. (She)
    ➥ She has climbed a mountain.

Activities

1 Choose the correct word(s).

1 Ali (go – goes – going) to school on Mondays.
2 I (watch – watches – watching) TV every day.
3 Sara (help – helps – helping) her mother at the weekend.
4 I usually (visit – visits – visited) my grandparents on Fridays.
5 What (do – does – are) you usually do on Mondays?
6 Last year Toka (learned – learn – has learned) to swim.
7 Yesterday we (don't – doesn't – didn't) visit our uncle.
8 I (don't – didn't – doesn't) use my computer yesterday.
9 What (do – does – did) you do last summer?
10 Fareeda didn't (help – helped – helps) her mother.
11 My child is (learns – learned – learning) to read.
12 Today they (is riding – are riding – rides) their bikes.
13 What are you (do – does – doing) now?
14 He (am – is – are) going to the zoo.
15 What (has – is – does) he doing now?
16 We (has – have – are) lived in this house for two years.
17 I've (painting – paint – painted) a picture of you.
18 They have (every – never – now) climbed a mountain before.
19 How long have you (learn – learning – learned) English for?
20 (Yesterday – Now – Today) I visited my grandmother.

2 Rewrite using the word(s) between brackets.

1. I help my parents at the weekend. (not)
2. He plays football on Fridays. (What ...?)
3. She goes to school on Mondays. (We)
4. Heba lives in this house. (doesn't)
5. I watched TV yesterday. (not)
6. I learn to swim. (Last year...)
7. They helped their parents yesterday. (What ...?)
8. Yes, we learned to read. (Did ....?)
9. My brother plays football every day. (now)
10. She is riding a bike today. (not)
11. I'm painting a picture now. (What ...?)
12. They are learning English now. (Toka)
13. We have lived in Cairo. (not)
14. I've painted a picture of you. (He)
15. We have lived here for two years. (How long ...?)

Lesson (3) Language use

Review of "used to"

Form

Subject + used to + inf. ..... .



Usage

- To express a past habit that doesn't happen now.

Negative

Subject + didn't + use to + inf. ..... .



Read and trace.

In the past



- Talia didn't use to wear glasses.
- Talia didn't use to be able to catch a ball.
- Talia used to have short curly hair.

Now



- Now she wears glasses.
- Now she can play tennis.
- Now she has long hair.



Rewrite Corner

1 He **used to** ride a bike. (didn't)
➥ He **didn't use to** ride a bike.

2 Sara **didn't use to** have short hair. (used to)
➥ Sara **used to** have long hair.

3 She **used to** play tennis. (not)
➥ She **didn't use to** play tennis.

4 I **didn't use to** be tall. (short)
➥ I **used to** be short.

Activities

1 Choose the correct word(s).

1 I didn't (use – used – using) to be able to ride a bike.
2 He (use – used – using) to have short hair.
3 Sara used to (be – was – are) able to cook.
4 Talia (doesn't – didn't – don't) use to wear glasses.
5 Toka used to (has – have – had) short curly hair.
6 Ali didn't use to (wear – wears – wearing) glasses.
7 I (am not – doesn't – didn't) use to have long hair.
8 They didn't use to (play – plays – playing) tennis.
9 I used to (make – makes – making) cakes.
10 Omar used (to – in – on) have short hair.

2 Rewrite using the word(s) between brackets.

1 I used to ride a bike. (didn't)
....

2 She doesn't wear glasses. (used to)
....

3 Ali used to catch the ball. (not)
....

4 Toka used to have long hair. (didn't)
....

5 Ali didn't use to be sad. (happy)
....

Lesson (4)

- Learn sounds with Busy Bee!
- Learn to write with Busy Bee!

Phonics

Listen and repeat. Then read.

ew



new
جديد



jewels
ياقوت



flew
طار

ue



blue
أزرق

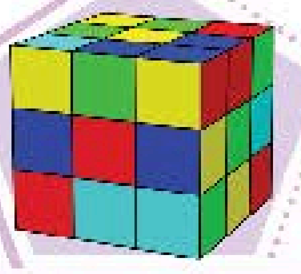


true
صحيح



glue
صمغ

u-e



cube
مكعب



flute
ناي



June
يونيو

Lesson 4

Read and trace.

I have a new pen.

I used to have short hair.

Dad has a blue car.

The shop had new, blue jewels in June.

It's true! I used to play the flute.

Writing

- We use a period at the end of a sentence.

نضع نقطة في نهاية الجملة.

Tarek didn't use to speak English.

- We use an exclamation mark at the end of a surprising sentence.

نضع علامة التعجب في نهاية جملة تفيد الدهشة .

That was an amazing game!

- We use a question mark at the end of a question.

نضع علامة الاستفهام في نهاية السؤال.

What do you usually do on weekends?

- We use commas in a list and to connect two sentences.

نستخدم الفاصلة السفلى في الفصل بين أشياء في قائمة وربط جملتين .

I like reading books, watching TV and playing with my brother.

Activities

1 Look and number.

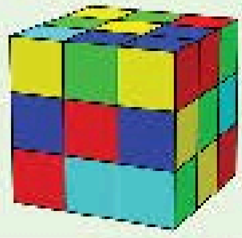
1 jewels

2 cube

3 blue

4 flute






2 Look and complete.

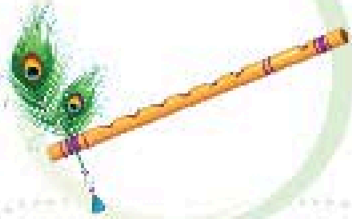

n_ _


bl_ _


j_ _els

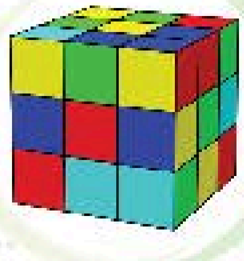


J_n_


fl_t_


gl_ _


tr_ _


c_b_

3 Look at the pictures and unscramble the letters.

f w
l e



....

e w
n



....

l u
b e



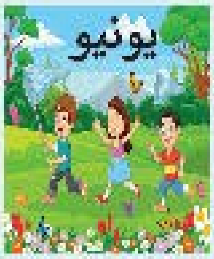
....

Lesson 4

e j l s w e



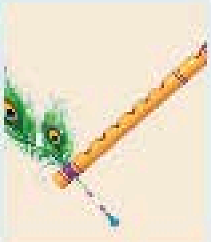
u J e n



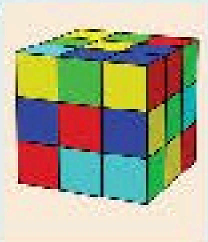
r t e u



l t f e u



u c b e



l g u e



4 Look and tick (✓) the correct word.



1. new ☐
2. glue ☐



1. jewels ☐
2. flute ☐

5 Look at the pictures and complete with:

flute - glue - new



I have a .... pen.



I used to play the ....

6 Punctuate the following.

1. Stop That road is dangerous ....
2. Did Dad use to walk to school ....
3. That was an amazing game ....

Lesson (5) CLIL: Science| Identical twins



twins
توأم / توأمان



triplets
٣ توائم



quadruplets
٤ توائم

Definitions

sibling	a brother or sister	أخ أو أخت
identical	the same in every way	متطابق / متماثل
non-identical	can be similar to each other or different	غير متطابق
different	not the same	مختلف
similar	having lots of things the same, but not everything	متشابه



Lesson 5

Read and trace.



Twins are two siblings who are born at the same time. They can be identical or non-identical. Identical means that they are exactly the same. They look the same, and their bodies work and grow in the same way. Identical twins are always two sisters or two brothers.

Non-identical twins can be similar to each other, or they can be very different. They can be two brothers, two sisters, or a sister and a brother. Sometimes they look like each other, and sometimes they don't.

Sometimes people can be triplets – three siblings, or even quadruplets – that's four!

Twins often think and behave in similar ways. Do you know any twins? What do you think it would be like to be a twin?







Read and circle.





Malak has a twin brother, too. His name is Younis. Malak is 148 cm tall. She has curly hair. She doesn't wear glasses.

1. Does Malak wear glasses? yes / no / maybe
2. Does Younis wear glasses? yes / no / maybe
3. Does Malak have dark hair? yes / no / maybe
4. Does Younis have curly hair? yes / no / maybe
5. How tall is Malak? 148 cm / we don't know
6. How tall is Younis? 148 cm / we don't know

Activities

1 Look and number.

1 twins

2 triplets

3 quadruplets

4 different






2 Look and complete.


s_bli_gs


tr_plets


qu_druplets


dif_ _rent


s_mil_r


i_enti_al


tw_ns

3 Read and match.

1) sibling
2) different
3) non-identical
4) identical

a) the same in every way
b) a brother or sister
c) not the same
d) can be similar to each other or different

1- ( ) 2- ( ) 3- ( ) 4- ( )

Lesson 5

4 Unscramble the following words to make correct sentences.

1 has - brother - Malak - a twin - .

....

2 twins - Do - know - you - any - ?

....

5 Read the passage and answer the questions.

Twins are two siblings who are born at the same time. They can be identical or non-identical. Identical means that they are exactly the same. They look the same and their bodies work and grow in the same way.

A) Answer the following questions.

1- What are twins?

....

2- How can twins be?

....

B) Read and tick (✓) or (✗).

3- Siblings are born at the same time. (   )

4- Non-identical means they are the same. (   )

6 Punctuate the following.

do you know any twins

....

Lesson (6) Reading: Animal families

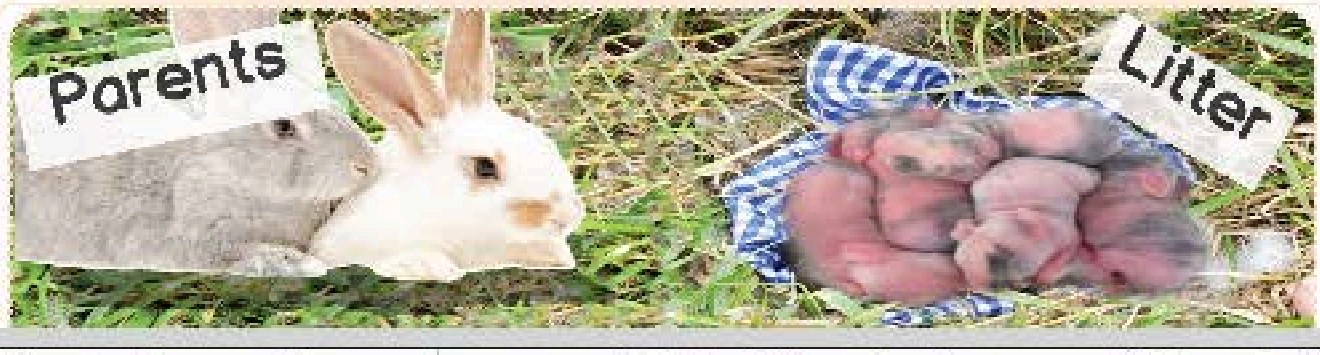
Definitions

Word	Definition	Arabic
adapt	to change to suit your environment	يتكيف
trait	a key characteristic that an organism has e.g. camouflaged fur or a long beak	صفة/سمة
inherit	to get characteristics from parents	يرث
litter	a number of baby animals born from the same parents at the same time	مجموع الجراء المولودة في مرة واحدة
newborn	a baby animal that has just been born	حديث الولادة
offspring	a person's child, or an animal's or plant's baby	نسل
organism	a living thing, all animals and plants	كائن حي
species	a group of animals or plants that are very similar and share the same characteristics	فصيلة
survival	staying alive. In the natural world, this can be hard for many plants and animals	البقاء على قيد الحياة
characteristics	special traits that make an organism special or different from others	الصفات المميزة

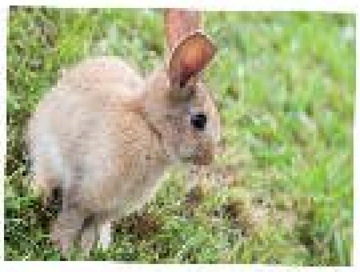
Lesson 6

Read and trace.

Animal families



Look at this litter of newborn rabbits. They look very different from their parents! But soon their eyes will open and their fur[1] will grow. As they get older[2], the rabbits in a litter will look similar to each other, but not identical, The offspring have inherited some traits from their mother and some traits from their father. They may have the same fur color as their mother, or their father - or a mix[3] of the two.



Soon their ears will start to grow, too. Having long ears is a key characteristic of a rabbit. Why do rabbits have long ears? Rabbits have lots of predators[4] – bigger animals that hunt[5] and eat them. The long ears help rabbits to hear well. Their ears can move, so the rabbit knows where a sound is coming from. The long ears also help the rabbits stay cool[6] in hot weather, or keep warm[7] in cold weather. So, long ears are very important for a rabbit's survival. Over time, rabbits with longer ears become safer and healthier. They could live for longer and have more litters. They passed this trait to their offspring, and rabbits adapted to have long ears.

All organisms have to adapt to their environment. All species of animals and plants have their own characteristics and behave[8] in ways that help them to survive.

1. فرو	2. ينمو / يكبر	3. خليط / مزيج	4. المفترسين
5. يصطاد	6. بارد	7. دافئ	8. يتصرف

CLIL: Science: Adaptation in animals

Vocabulary

Listen, point and say.



Lesson 6

Read and trace.



This animal has developed a layer[1] of fat to keep[2] it warm in cold climates[3].



This animal has adapted to look like a leaf, so other animals don't eat it.



This bird has a large beak so it can eat lots of different seeds[4].



This animal has long horns[5]. It is white in summer to reflect[6] heat and gray in winter to keep warm.



This bird can swim a long way underwater to catch fish.



This sea animal can change color with its surroundings[7], so it can hide[8] from predators and catch food.

1. طبقة	2. يجعل	3. مناخ بارد	4. بذور
5. قرون	6. يعكس	7. البيئة المحيطة	8. يختبئ

Activities

1 Look and number.

1 desert

2 grassland

3 wetland

4 polar






2 Look and complete.



d_se_t



gr_ssla_d



p_lar



w_tl_nd

3 Read and match.

1) adapt a) a living thing, all animals and plants

2) inherit b) to change to suit your environment

3) newborn c) to get characteristics from your parents

4) organism d) a baby animal that has just been born

1- (   ) 2- (   ) 3- (   ) 4- (   )

4 Choose the correct word(s).

1 A/An (trait – litter – organism) is a key characteristic that an organism has.

2 A/An (trait – litter – offspring) is a number of baby animals born from the same parents at the same time.

3 To (survive – adapt – inherit) is to change to suit your environment.

4 A/An (litter – organism – offspring) is a person's child, or an animal's or plant's baby.

5 Long ears help a rabbit to (inherit – survive – reflect).

5 Unscramble the following words to make correct sentences.

1 do - Why - ears - rabbits - have - long- ?

....

2 from - their - They - parents - look - different - .

....

3 ears - a rabbit - Long - survive - help - to - .

....

6 Read and tick (✓) or (×).

Look at this litter of newborn rabbits. They look very different from their parents! But soon their eyes will open and their fur will grow. As they get older, the rabbits in a litter will look similar to each other, but not identical. The offspring have inherited some traits from their mother and some traits from their father. They may have the same fur color as their mother, or their father - or a mix of the two.

1 The newborn rabbits look very different from their parents. (   )

2 The rabbits in a litter will look different from each other. (   )

3 The offspring have inherited some traits from their mother. (   )

4 The rabbits in a litter are identical. (   )

Lesson (7)

CLIL: Science: Reproduction in plants - Adaptation in plants

Definitions

reproduce	have offspring يتكاثر
pollen grains	very small structures that plants use to reproduce حبوب اللقاح
seed	this stays underground and grows into a plant بذرة
cell	the smallest part of an organism خلية
bulb	this is produced when the pollen grains mix with cells in a new plant بصلة النبات (نبتة)

Ask and answer.





Do all plants produce offspring in the same way?
هل كل النباتات تنتج سلالاتها بنفس الطريقة؟

No, they don't.
لا.

Which plant has adapted to eat insects?
أي النباتات تكيفت على أكل الحشرات؟

Pitcher plants have adapted to eat insects.
تكيفت نباتات الإبريق على أكل الحشرات.

Lesson 7

Look, read and trace.




We know that animals have offspring, and adapt to their habitat[1]. We can see the same in plants around the world, too. Plants are living organisms, and they also reproduce[2] and adapt. Like animals, they pass on traits to their offspring.

The inherited[3] traits that plants pass on to offspring include[4] the color of the flower, the shape of the flower, the shape of the leaf, and the height of the plant, etc.

Plants reproduce in two ways. Most plants are flowering plants. The flowers produce pollen grains[5] - very small structures. They are carried by insects, birds or the wind to other plants. When they are taken to another plant of the same type, the pollen grains mix with cells in the new plant to make seeds. When these seeds fall to the ground, they can grow into a new plant. This new plant will inherit traits from both the parent plants. It will be the same type, but it might have small differences.




Other plants reproduce on their own by producing an identical copy[6] of themselves. These plants can produce bulbs[7] which grow under the ground. The offspring plant only inherits traits from one parent plant, and it will have the same characteristics in leaf shape and stem structure[8] as the parent plant.

1. موطن
2. يتكاثر
3. موروث
4. يشمل
5. حبوب اللقاح
6. نسخة متطابقة
7. بصيلة النبات
8. بنية الساق

Look, read and trace.

There is an incredible[1] variety[2] of plants on Earth. There are tall trees in the rainforest[3], cactus[4] plants in the desert, water lilies in ponds, and many wild plants and flowers that we see every day around us. They are all different, and they adapt to their environment in amazing ways.

Rainforest plants



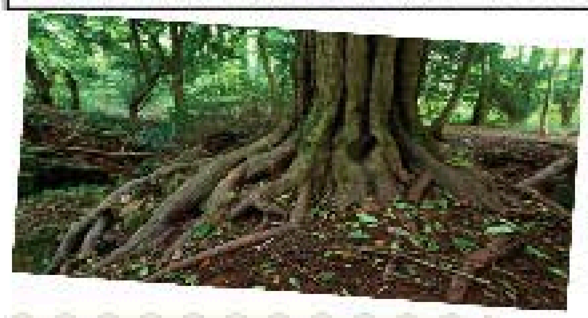
Drip tip leaves

Rain falls off this shape of leaf quickly. The leaf stays strong even if there is a lot of rain.

Pitcher plants

These plants use bright colors[5] to attract insects. The insects fall into the hole of the plant and they can't get out. The plant can turn the insect into food!





Strong roots

Rainforest trees are very tall, but these wide roots sit above the ground and make the tree strong.

Water plants

Water lily

The water lily[6] has flat[7] leaves to stay on the surface of the water, and a long stem under the water that doesn't break.





Desert plants

Date palm

The date palm[8] has deep roots to get water from underground, and big leaves at the top to give shade[9] to the rest of the tree.

1. لا يصدق 2. تنوع 3. غابة استوائية 4. الصبار 5. ألوان زاهية
6. زنبق الماء 7. مستوية 8. النخلة 9. ظل

Activities

1 Look and number.

1 seeds

2 water lily

3 date palm

4 pitcher plants









2 Look and complete.



p_llen gra_ns



se_ds



c_ll



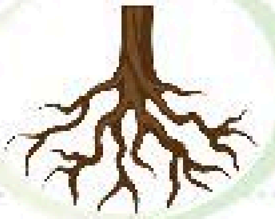
p_tch_r pl_nts



b_lb



w_ter li_y



r_ _ts



d_te p_lm

3 Read and match.

1) seed

2) pollen grains

3) cell

4) reproduce

a) the smallest part of an organism.

b) have offspring

c) very small structures that plants use to reproduce.

d) this stays underground and grows into a plant.

1- (   )   2- (   )   3- (   )   4- (   )

4 Unscramble the following words to make correct sentences.

1 have - Do - flowers - plants - all - ?

....

2 tall - trees - Rainforest - very - are - .

....

3 leaves - flat - A water lily - has - .

....

5 Read and choose the correct word(s).

There is an incredible variety of plants on Earth. There are tall trees in the rainforest, cactus plants in the desert, water lilies in ponds, and many wild plants and flowers that we see every day around us. They are all different, and they adapt to their environment in amazing ways.

1 There is a (variety – little – few) of plants on Earth.
2 There are tall trees in the (ponds – house – rainforest).
3 Cactus plants are in the (pond – sea – desert).
4 Water lilies are in (ponds – deserts – grasslands).

6 Punctuate the following.

the date palm has deep roots

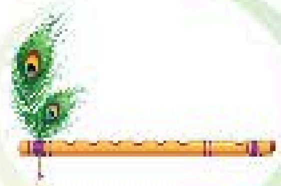
....

7 Copy the following sentence.

Which plant has adapted to eat insects?

Activities on Unit (7)

1 Look and complete.



b_by   fl_te   t_ins   gra_sl_nd

2 Complete the following dialogue with:

visit - Where - park - learning

Sara	:	Hello. .... (1) .... are the family?
Sajed	:	They are at the (2) ....
Sara	:	What is your little sister doing?
Sajed	:	She is .... (3) .... to read.
Sara	:	What did you use to do on Fridays?
Sajed	:	I used to .... (4) .... my grandparents.

3 Choose the correct word(s).

1. He used to (wear – wears – wearing) glasses.
2. I've (paint – painted – paints) a picture of you.
3. (How – What – Where) long have you learned English for?
4. A (sibling – predator – litter) is a brother or sister.

4 Rewrite the following using the word(s) in brackets.

1. She used to ride a bike. (didn't)

....

2. I have lived here for two years. (How long ...?)

....

3. He is learning to read. (They)

....

5 Read and tick (✓) or (×).

Twins are two siblings who are born at the same time. They can be identical or non-identical. Sometimes people can be triplets or even quadruplets. Twins often think and believe in similar ways.

1. Twins are born at different times. ( )
2. All the twins are identical. ( )
3. Twins are two siblings. ( )
4. Twins often think in similar ways. ( )

6 Unscramble the following words to make correct sentences.

1. did - What - you - last summer - do - ?
   ....
2. have - I - of - lots - cousins - .
   ....

7 Look and write a sentence under each picture.



school - every day

....



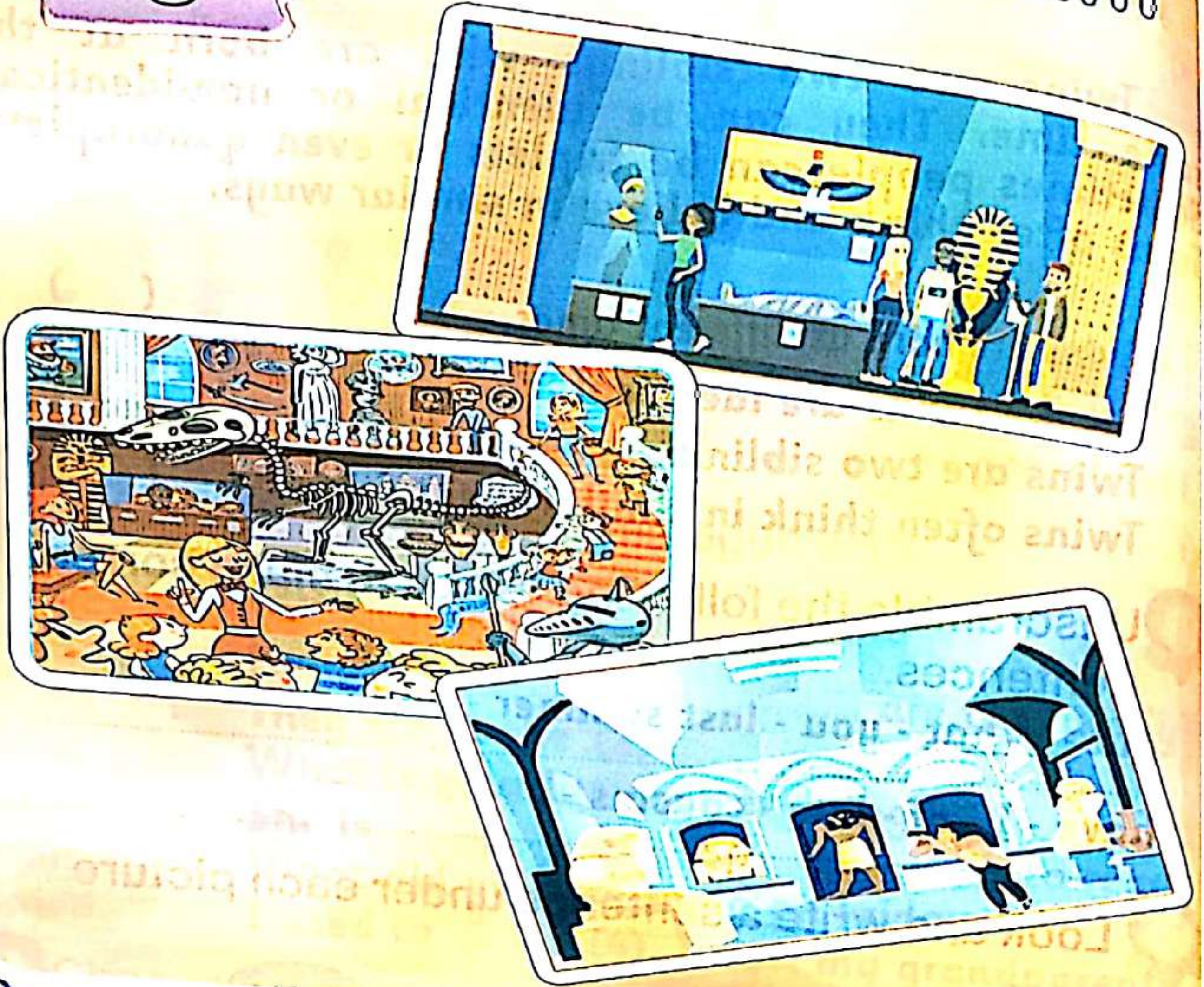
learning - walk

....

8 Punctuate the following.

how tall is malak ....

Unit 8 At the museum



Scope and Sequence:

Vocabulary	المفردات اللغوية	Art: ancient, modern, artifact, tool, clay, sculpture, portrait, tomb, jewelry, necklace, bracelet, geometric pattern Making art: abstract, fine, realistic, shade, sketch, three-dimensional, tone
Language	اللغة	- How much clay is there? - There is a lot of clay - How many bracelets are there? - There aren't any bracelets
Reading	القراءة	- A text about art in ancient Egypt; a text about art in modern Egypt
Phonics	الصوتيات	-ture: sculpture, sea creature -sure: treasure, measure
Life skills	المهارات الحياتية	- Participation - Communication
Values	القيم	- Cooperation - Curiosity - Respect - Independence
Issues and challenges	القضايا والتحديات	- Community participation - Loyalty and belonging
Integrated cross-curriculum topics	التكامل عبر موضوعات المنهج	- Art: Shading - Math: Geometric patterns

Vocabulary

Listen, point then say.



artifacts
مصنوعات يدوية



statue
تمثال



sculpture
فن النحت



At the museum, we can see ...

في المتحف يمكن أن نرى..



portrait
صورة شخص / لوحة



tool
أداة



jewelry
مجوهرات / حُلي



clay
صلصال



necklace
قلادة / عُقد



bracelet
إسورة

Lessons 1 & 2

Listen, read and trace.




3 After the jewelry, we'll see some tools and clay artifacts.
Egyptian Museum
First Floor
4 We have our pens and pencils to draw some of the things we see. It's very interesting!

Lessons 1 & 2

Ask and answer.



What's this?

It's a bracelet. It's made of[1] wood. It's brown and beige[2]. I think it's beautiful[3].



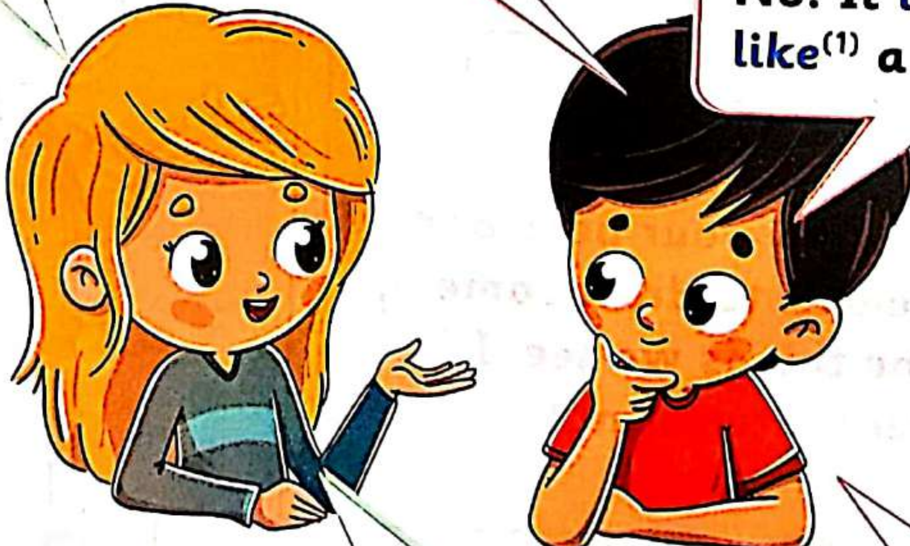
1. مصنوع من 2. لون بيج 3. جميلة

Read and trace.

1 I went to the museum and I saw an artifact. It was big. It was made of clay.

2 Was it a tool?

3 No. It looked like[1] a person[2].



4 Was it a sculpture?

5 Yes, it was!

1. تشبه 2. شخص

Activities

1 Look and complete.


n_ck_ace


j_we_ry


t_ _l


b_ace_et


p_rt_ait


cl_ _


s_ul_ture


ar_ifa_ts

2 Look at the pictures and unscramble the letters.

r t i t
a p r o



....

a y
l c



....

w e l r
y j e



....

u e m
u m s



....

e l t c
r b e a



....

i a t c s
a r f t



....

3 Look and tick (✓) the correct sentences.



1. We're at the museum. ☐
2. We're at the park. ☐



1. This is a tool.
2. This is a sculpture.

4 Choose the correct word(s).

1 There are lots of things to (play – see – eat) at the museum.
2 We will visit a (room – school – library) with lots of jewelry.
3 I went to the (zoo – museum – beach) and I saw an artifact.
4 A (tool – necklace – sculpture) looked like a person.
5 This artifact is (made – put – looked) of clay.
6 I think this portrait is (beautiful – delicious – lazy).
7 We use (bags – pencils – books) to draw.

5 Look at the pictures and complete with:

person - necklace - tool



It's a ....



It's a ....

6 Read and match.

1) We will visit
2) This tool
3) Was it a bracelet?
4) A sculpture is

a) is interesting.
b) made of stone.
c) a museum today.
d) Yes, it was.

1- (   ) 2- (   ) 3- (   ) 4- (   )

Lesson (3)

Countable and uncountable nouns

Mr. Adel Magdi
English Teacher

Language

Countable nouns are nouns that can be singular or plural. (We can use numbers with them.)

الأسماء التي تعد هي الأسماء التي لها مفرد وجمع.

e.g.

one cup	two cups
a book	three books
an apple	four apples

Uncountable nouns are nouns that we cannot count. There is no plural. (We cannot use numbers.)

الأسماء التي لا تعد هي الأسماء التي لا يمكننا عدها وليس لها جمع.

e.g. **water - clay - cloth**

Notice.

We can count	We can't count
books	clay
sculptures	water
portraits	wood
bowls	metal
tools	cloth
pens	paper

- There are **five** pens.
- I can see **some paper**.

Lesson 3

some & any

- We use some in affirmative sentences. نستخدم some في الجمل المثبتة.

e.g.
I've got some books.
We're drinking some water.

- We use any in negative sentences. نستخدم any في الجمل المنفية.

e.g.
There isn't any wood.
There aren't any pens.

Note:
We use some / any before countable (plural) and uncountable nouns.

How many? & How much?

We use (How many?) to ask about numbers. كم للعدد

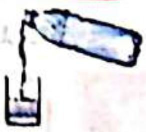
How many + a plural noun?

e.g. **How many bracelets are there?**
- **There are three bracelets.**



We use (How much?) to ask about quantity. كم الكمية

How much + an uncoutable noun?



e.g. **How much water is there?** - **There is a lot of water.**

Notice: We use a lot of كثير من/enough كافٍ before countable (plural) and uncountable nouns.

e.g.
- There is a lot of clay. - There is enough water.
- There aren't enough eggs.

Rewrite Corner

1 There is some water. (not)
↪There isn't any water.
2 There is a sculpture. (two)
↪There are two sculptures.
3 There isn't any wood. (some)
↪There is some wood.
4 There is a lot of water. (How much..?)
↪How much water is there?
5 There are four portraits. (How many..?)
↪How many portraits are there?

Practice

1 Choose the correct word(s).

1 How (much – many – old) wood is there?
2 How many bracelets (am – is – are) there?
3 How (old – much – many) portraits are there?
4 There (isn't – aren't – don't) enough water.
5 I can see (many – a lot – some) paper.

2 Rewrite the following using the word(s) in brackets.

1 There is some clay. (not)
....
2 I haven't got any cloth. (some)
....
3 There are ten books. (How many?)
....

Activities

1 Complete the following dialogue with:

much - many - a lot - cup

Farida : What are you doing, Sabry?

Sabry : I'm making a .... (1) ....

Farida : How .... (2) ... clay have you got?

Sabry : I've got .... (3) .... of clay.

Farida : How .... (4) .... bowls are there?

Sabry : There are three bowls.

2 Choose the correct word(s).

1. I'm making two (cup – a cup – cups).
2. I've got (one – some – any) portrait.
3. We're drinking (one – some – any) water.
4. There are (a – one – five) pens.
5. I can see some (paper – book – bracelet).
6. How many pencils (am – is – are) there?
7. How much (books – clay – bowls) have you got?
8. There (is – isn't – aren't) any wood.
9. There aren't (some – an – any) sculptures.
10. There is (many – enough – a lot) of paper.
11. There (am – is – are) a lot of pens.
12. How (old – much – many) milk is there?
13. How (many – old – much) portraits are there?
14. There (aren't – are – isn't) enough wood.
15. There (is – are – isn't) some coffee.

3 Rewrite the following using the word(s) in brackets.

1 There is some milk. (not)

....

2 There aren't any books. (some)

....

3 There are five rulers. (How many?)

....

4 There is a lot of tea. (How much?)

....

5 There is one bowl. (seven)

....

6 There are three bags. (one)

....

7 There isn't any water. (some)

....

8 There is one bed. (a lot of)

....

4 Unscramble the following words to make correct sentences.

1 many - there - <u>How</u> - cats - are - ?

....

2 some - <u>There</u> - cloth - is - .

....

3 milk - much - <u>How</u> - there - is - ?

....

4 cup - <u>I'm</u> - one - making - .

....

5 Read and match.

1) How much clay is there? a) There are six bracelets.
2) How much wood is there? b) There aren't any books.
3) How many bracelets are there? c) There is a lot of clay.
4) How many books are there? d) There isn't any wood.

1- (   ) 2- (   ) 3- (   ) 4- (   )

Lesson (4) Values

Read and think. Which answers do you agree with?



Do you like learning about the past?

a No, I don't. I prefer[1] to learn about[2] things people make and do now. ☐

b Yes, I do. I think artifacts and tools from the past are very interesting. ☐

c It's OK. Some of the things you can see in museums are interesting, but others aren't. ☐

How do you like to learn?

a I like seeing things in museums. You can really understand[3] what things were like in the past when you can see them. ☐

b I prefer looking at things in books to visiting museums. I like having more time to read things at home, and museums can be busy[4]. ☐

c I like looking at websites[5] because the images[6] are interesting and you can follow links[7] to see what interests[8] you. ☐





Why do we learn about the past?

a Learning about the past shows[9] us models[10] of good behavior[11] and teaches us to learn from the mistakes[12] of others. ☐

b Learning about the past helps us understand the things people do and say now. ☐

c We can learn more about our culture[13] by understanding our past. ☐

1. أفضل 2. أتعلم عن 3. تفهم 4. مزدحم 5. مواقع على الإنترنت 6. صور 7. روابط
8. يُشوق 9. يبين / يوضح 10. نماذج 11. سلوك 12. أخطاء 13. ثقافة

With or against learning about the past?



I love learning about artifacts from the past.



I don't. I think the things we make and do now are much more interesting.

Activities

1 Look and number.

1 museum

2 busy

3 website

4 image









2 Choose the correct word(s).

1 I (show – prefer – understand) to learn about things people make now.

2 I think artifacts and tools from the past are very (interesting – sad – busy).

3 The museums can be very (happy – busy – fast).

4 You can follow (images – links – books) on a website.

Lesson 4

3 Read and tick (✓) or (×).

My name is Khaled. I'm with learning about the past. I think artifacts and tools from the past are very interesting. I like seeing things in museums. I can understand what things were like in the past when I see them. I can see models of good behavior and learn from the mistakes of others.

1. I'm against learning about the past. ( )
2. The artifacts from the past are not interesting. ( )
3. We understand things when we see them. ( )
4. We learn from the mistakes of others. ( )

4 Read and match.

1)	I prefer to learn about	a)	the mistakes of others.
2)	I like looking at websites	b)	things people do now
3)	We learn about our culture	c)	by understanding our past.
4)	We learn from	d)	because the images are interesting.

1- ( ) 2- ( ) 3- ( ) 4- ( )

5 Unscramble the following words to make correct sentences.

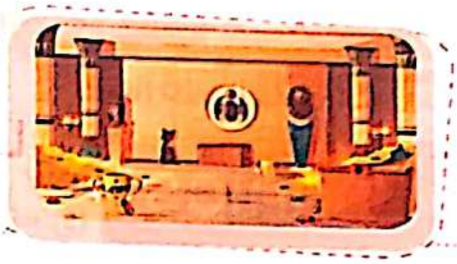
1. about - I - learning - love - artifacts - .
   ....
2. in - museums - I - seeing - like - things- .
   ....
3. busy - can - Museums - be - .
   ....
4. the past - against - learning - I'm - about - .
   ....

6 Look and write a sentence under each picture.



artifacts - interesting

....



see - museum

....

7 Punctuate the following.

- do you like learning about the past

....

- we learn about our culture

....

Al-Baher

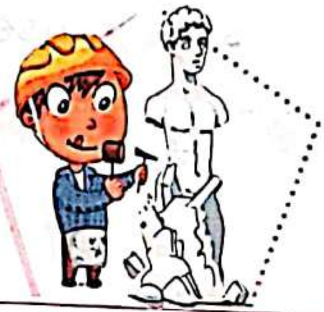


Lesson (5) Learn sounds with Busy Be

Phonics

Listen and repeat. Then read.

-ture



sculpture
نحت



adventure
مغامرة



sea creature
مخلوق بحري

-sure



measure
يقيس



treasure
كنز



pleasure
سعادة

Look, read and trace.

- **Let's go on an** adventure.
- **Yes, with** pleasure**!**
- **In the museum, we will find some** treasure.
- **Stop!**
- **What's that** creature**?**
- **It's OK. It's a** sculpture.



6 Look and write a sentence under each picture.



artifacts - interesting

....



see - museum

....

7 Punctuate the following.

do you like learning about the past

....

we learn about our culture

....

Al-Baher

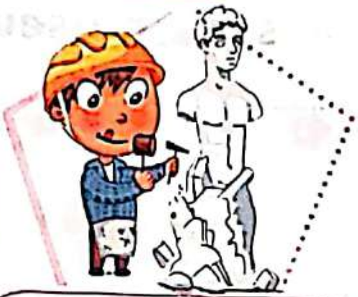


Lesson (5) Learn sounds with Busy Be

Phonics

Listen and repeat. Then read.

-ture



sculpture
نحت



adventure
مغامرة



sea creature
مخلوق بحري

-sure



measure
يقيس



treasure
كنز



pleasure
سعادة

Look, read and trace.

- **Let's go on an** adventure.
- **Yes, with** pleasure!
- **In the museum, we will find some** treasure.
- **Stop!**
- **What's that** creature?
- **It's OK. It's a** sculpture.



Writing

Apostrophe (')

We use an apostrophe .... نستخدم الفاصلة العليا

1- When there is a missing letter in a word.
عند وجود حرف محذوف في كلمة. (في حالة الاختصار)

e.g. I don't like drinking coffee. = I do not like drinking coffee.

2- To show that something belongs to someone.
عند توضيح ملكية شخص لشيء.

e.g. That is Amr's bag.

Notice.

If something belongs to two or more people, the apostrophe is after the "s".
في حالة امتلاك شخصين أو أكثر لشيء نضع (') بعد (s) الجمع.

My grandparents' apartment is near the beach.

Practice

1 Look and trace the short form.

I am - he is - I have - are not - will not - what is - where is

I'm - he's - I've - aren't - won't - what's - where's

2 Look and write the apostrophes.

e.g. It's Zayn's football.

1- I ve got some clay and I m making a cup.
2- There aren t any sculptures in front of the museum.
3- Leila s book is on the teacher s desk.
4- Where s your parents house?

Activities

1 Look and complete.



sculp_ _ _ _



mea_ _ _ _



adven_ _ _ _



trea_ _ _ _



plea_ _ _ _



sea crea_ _ _ _

2 Look at the pictures and unscramble the letters.

e d a v n u t e r



....

s e m a u e r



....

l c s u p u t e r



....

e s a u a r c e t e r



....

a r t e s r u e



....

a l p e s r u e



....

3 Choose the correct word(s).

1 Let's go on a/an (treasure – adventure – pleasure).

2 Yes, with (creature – sculpture – pleasure).

3 In the museum, we will find some (treasure – measure – sea creature).

4 What's that (measure – pleasure – creature)?

5 We (measure – pleasure – treasure) things by using a metre.

4 Read and match.

1)	What is	a)	a sculpture.
2)	Let's go	b)	will find some treasure.
3)	It is	c)	on an adventure.
4)	In the museum, we	d)	that creature?

1- (   )   2- (   )   3- (   )   4- (   )

5 Unscramble the following words to make correct sentences.

1 saw - I - beautiful - sculpture - a - .

....

2 had - adventure - We - a - great - .

....

3 box - of - The - is - treasure - full - .

....

6 Punctuate the following.

Where s your brother s pen?

....

Safia s book is on Seif s desk.

....

7 Copy the following sentence.

That's Amr's bag.

....

Lesson (6)

Reading: Art in Ancient Egy

Definitions

archaeologist	a person who studies artifacts to learn more about the past	لم آثار
tomb	a place to put people who have died	برة
gold	an expensive metal for jewelry and other objects	لذهب
afterlife	ideas about what happens after death	زخرة
model	a small statue or object that looks like a real thing	موذج / مجسم

Read and trace



Ancient Egyptian art is famous[1] all around the world[2]. Today, we can see paintings[3], sculptures, jewelry and other artifacts from thousands of years ago.

There are many statues and paintings in ancient temples[4]. Because Egypt is a very dry[5] country, the paintings and statues have survived[6] for a long time.

Archaeologists have also found lots of important[7] artifacts in tombs for the Pharaohs[8]. People believed that these artifacts would help them in the afterlife. There were small models of boats, animals, people – lots of things that were important in daily life[9]. Paintings in tombs often showed pictures of the person in the afterlife, too.

Today we can see some of these objects in museums and learn about the past.



1. مشهور
2. العالم
3. رسومات
4. معابد
5. جاف
6. ظلت / بقيت
7. هام / مهم
8. الفراعنة
9. الحياة اليومية

Ancient Egyptians(10) also made enormous(11) sculptures, such as the statues of Ramses II at Abu Simbel.
They are nearly(12) 20 meters tall. The Great Sphinx(13) of Giza is nearly 73 meters long! The size(14) of these sculptures made them very important and powerful(15).
Small sculptures and artifacts were made, too.
These were very detailed and beautiful. Egyptians used precious metals(16) such as gold, as well as wood and colored glass. The artifacts were often colorful. The most popular(17) colors were blue, red, green, black and gold (17).





10. المصريون القدماء
11. ضخم / هائل
12. تقريبًا
13. أبو الهول
14. حجم
15. قوي
16. معادن نفيسة
17. محبوب / شائع
18. لون ذهبي

Read and answer.

1 Why can we see lots of objects from the past in Egypt today?

....

2 What did paintings in tombs show?

....

3 Why did people put models in tombs?

....

4 Why were some sculptures and statues very big?

....

Activities

1 Choose the correct word(s).

1 Ancient Egyptian art is (famous – bad – enormous) all around the world.

2 The paintings and statues have survived for a long time because Egypt is a very (wet – dry – set) country

3 A/An (tomb – model – statue) is a place to put people who have died.

4 Ideas about what happens after death are called (tomb – model – afterlife).

5 The Ancient Egyptians used (tombs – gold – models) for jewelry.

2 Read and match.

1)	Ancient Egyptian art is	a)	models of real things.
2)	The Great Sphinx	b)	famous all around the world
3)	What did the paintings in	c)	is in Giza.
4)	There were small	d)	tombs show?

1- (   )   2- (   )   3- (   )   4- (   )

3 Unscramble the following words to make correct sentences.

1 Egyptians - Ancient - sculptures - enormous - made - .

....

2 precious - such as - Egyptians - gold - metals - used - .

....

3 is - long - The - 73 meters - Sphinx - .

....

4 are - There - statues - many - .

....

4 Read the passage and answer the questions.

You can see many statues and paintings in ancient temples. Because Egypt is a very dry country, the paintings and statues have survived for a long time. Archaeologists have also found lots of important artifacts in tombs for the Pharaohs. People believed that these artifacts would help them in the afterlife. There were small models of boats, animals, people - lots of things that were important in daily life.

A) Answer the following questions.

1- Where can you see many statues and paintings?

....

2- Why have the paintings and statues survived?

....

B) Choose the correct word(s).

3- (Servants – Pilots – Archaeologists) have found lots of important artifacts in tombs.

4- People believed that artifacts would help them in their (afterlife – life – holidays).

5 Copy the following sentence.

The Great Sphinx is in Giza.

Lesson (7) CLIL : Art: Shading

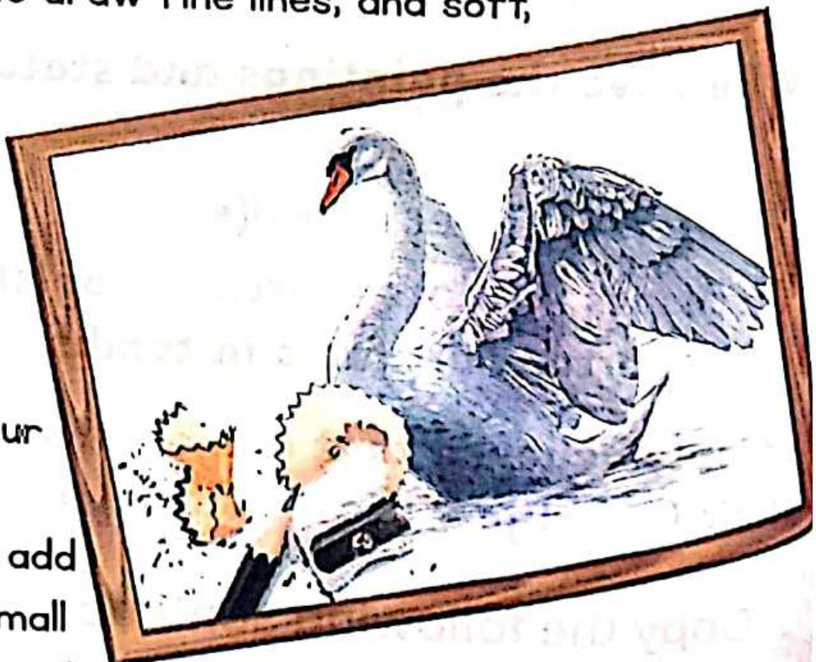
Read and trace.

It can take a very long time to paint or draw a picture. Artists[1] have lots of different styles[2] and ways of working, but one of the basic and most important things to learn is shading[3].

The picture you are drawing is flat, but the object you are copying is three-dimensional[4]. To make it look three-dimensional in your picture, you use shading. This makes a pencil drawing look interesting and real.

You can use hard pencils to draw fine lines, and soft, dark pencils for shading.

You need to know where the light is coming from in your picture so you can add realistic[5] shading.



Look carefully at your object to see the shades of light and dark. You can add shading by doing lots of small lines close to each other, or by rubbing[6] the pencil lines so they mix together.

1. الرسامون	2. أساليب	3. تظليل
4. ثلاثي الأبعاد	5. واقعي	6. يفرك / فرك

Activities

1 Choose the correct word(s).

1 It can take a very (old - lot - long) time to paint or draw a picture.

2 The picture you are (reading - playing - drawing) is flat.

3 To make the object look three-dimensional in your picture, you use (fading - shading - reading).

4 You can use (soft - dark - hard) pencils to draw fine lines.

5 Rub the pencil lines so they (fix - mix - box) together.

6 Artists have lots of different (pencils - objects - styles) and ways of working.

7 Look (carefully - sad - badly) at your object to see the shades of light and dark.

2 Read and match.

1) The object you are copying	a) pictures.
2) Artists have lots of	b) pencils for shading.
3) You can use soft, dark	c) is three-dimensional.
4) I like drawing	d) different styles.

1- (   )   2- (   )   3- (   )   4- (   )

3 Unscramble the following words to make correct sentences.

1 carefully - Look - to - shades - the - see - .

....

2 hard - to draw - Use - lines - pencils - fine - .

....

3 shading - to learn - It's - important - .

....

Lesson (8)

CLIL : Geometric patterns

Read and trace.



A geometric[1] pattern is made of lots of shapes. We can see these in different places around us every day. People use geometric shapes in art to create[2] patterns. Geometric shapes can create realistic[3] patterns. These can be very beautiful. Many buildings have geometric patterns in tiles[4]. These small squares can decorate[5]



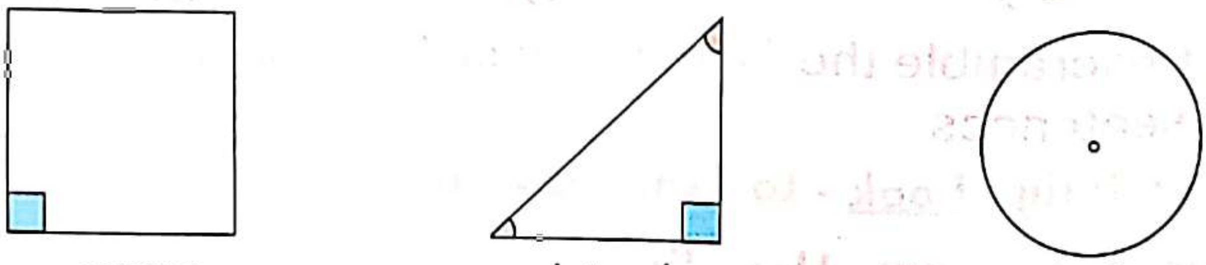
walls and ceilings[6]. They use traditional[7] patterns which are very detailed[8]. The colors and styles are very beautiful. You can also see geometric patterns in tools and in paintings from ancient Egypt.

1. هندسي	2. يبتكر	3. واقعي	4. البلاط
5. يزين	6. الأسقف	7. تقليدي	8. مُفَصَّل

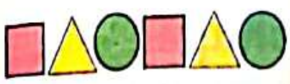
Remember

angle measurement

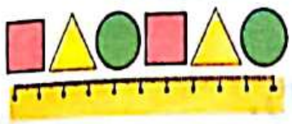
90°	180°	360°
square	triangle	circle



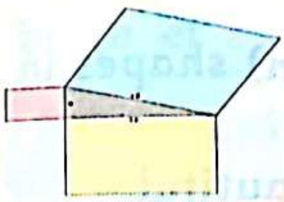
Read and trace



1) To make a pattern, you repeat the same shape or shapes many times.



2) You often need a ruler to make a repeating pattern.



3) If you use triangles or squares, you need to measure them to make sure the angles and sides are correct.

Activities

1 Look and complete.



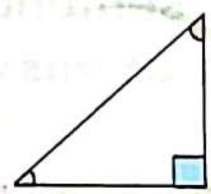
tr_ang_e



sq_a_e



je_el_y



a_g_es

2 Fill in the spaces with:

measure - ruler - repeat

1 To make a pattern, you .... the same shape or shapes many times.

2 You often need a .... to make a repeating pattern.

3 If you use triangles or squares, you need to .... them to make sure the angles and sides are correct.

Lesson 8

3 Choose the correct word(s).

1 A geometric pattern is made of lots of (shapes – colors – doors).

2 Geometric shapes can create (abstract – realistic – small) patterns.

3 The right angle equals (90° – 180° – 360°).

4 People use (classic – geometric – modern) shapes in art to create patterns.

5 The colors and styles are very (bad – beautiful – ugly).

6 Small squares can (decorate – make – see) walls and ceilings.

4 Unscramble the following words to make correct sentences.

1 patterns - Geometric - are - beautiful - very - .

....

2 pattern - made of - A geometric - is - shapes - of - lots of

....

3 buildings - have - Many - in tiles - patterns - geometric - .

....

5 Read and match.

1)	Geometric patterns are	a)	three angles.
2)	To make a pattern, you	b)	four angles.
3)	A triangle has	c)	very beautiful.
4)	A square has	d)	repeat the same shape.

1- (   ) 2- (   ) 3- (   ) 4- (   )

Activities on Unit (8)

1 Look and complete.






br_ce_et   sc_lpt_re   mu_e_m   tre_sur_

2 Complete the following dialogue with:

artifact - museum - clay - enjoy

Ali : Where did you go yesterday?
Omar : I went to the ....(1)....................................
Ali : What did you see?
Omar : I saw an ....(2)....................................
Ali : What was it made of?
Omar : It was made of ....(3)....................................
Ali : Did you ....(4)............ your time?
Omar : Yes. I did.

3 Choose the correct word(s).

1 How (much – many – long) wood is there?
2 A/An (doctor – archaeologist – teacher) is a person who studies artifacts to learn more about the past.
3 A (model – gold – tomb) is a place to put people who have died.
4 There aren't (some – and – any) books.
5 How (much – many – long) statues are there?
6 We can see jewelry and artifacts at the (bank – school – museum).

Activities

7 This bracelet is made (at – by – of) wood.

8 I'm making three (cups – cup – car).

9 We will find some (measure – treasure – figure).

10 There isn't (some – any – a) wood.

4 Rewrite the following using the word(s) in brackets.

1 There is some clay. (not)

....

2 There is a lot of gold. (How much...?)

....

3 There is one bracelet. (three)

....

4 There are three books. (How many...?)

....

5 Read and tick (✓) or (✗).

Today we're at the museum. There are lots of thing to see. We will visit a room with lots of jewelry first After the jewelry, we'll see some tools and clay. We hav our pens and pencils to draw some of the things we se It's very interesting!

1 Today we're at the park. ( )

2 We'll see some tools and clay first. ( )

3 We have pens and pencils to color. ( )

4 The museum is very interesting. ( )

6 Unscramble the following words to make correct sentences.

1 water - We're - some - drinking - .

....

2 are - How many - there - bracelets - ?

....

3 of - is - It - clay - made - .

....

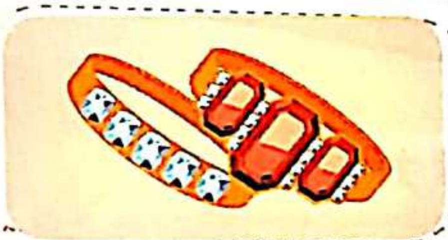
4 water - much - How - there - is - ?

....

5 looking - I - like - websites - at - .

....

7 Look and write a sentence under each picture.



I - bracelets

....



There - cups

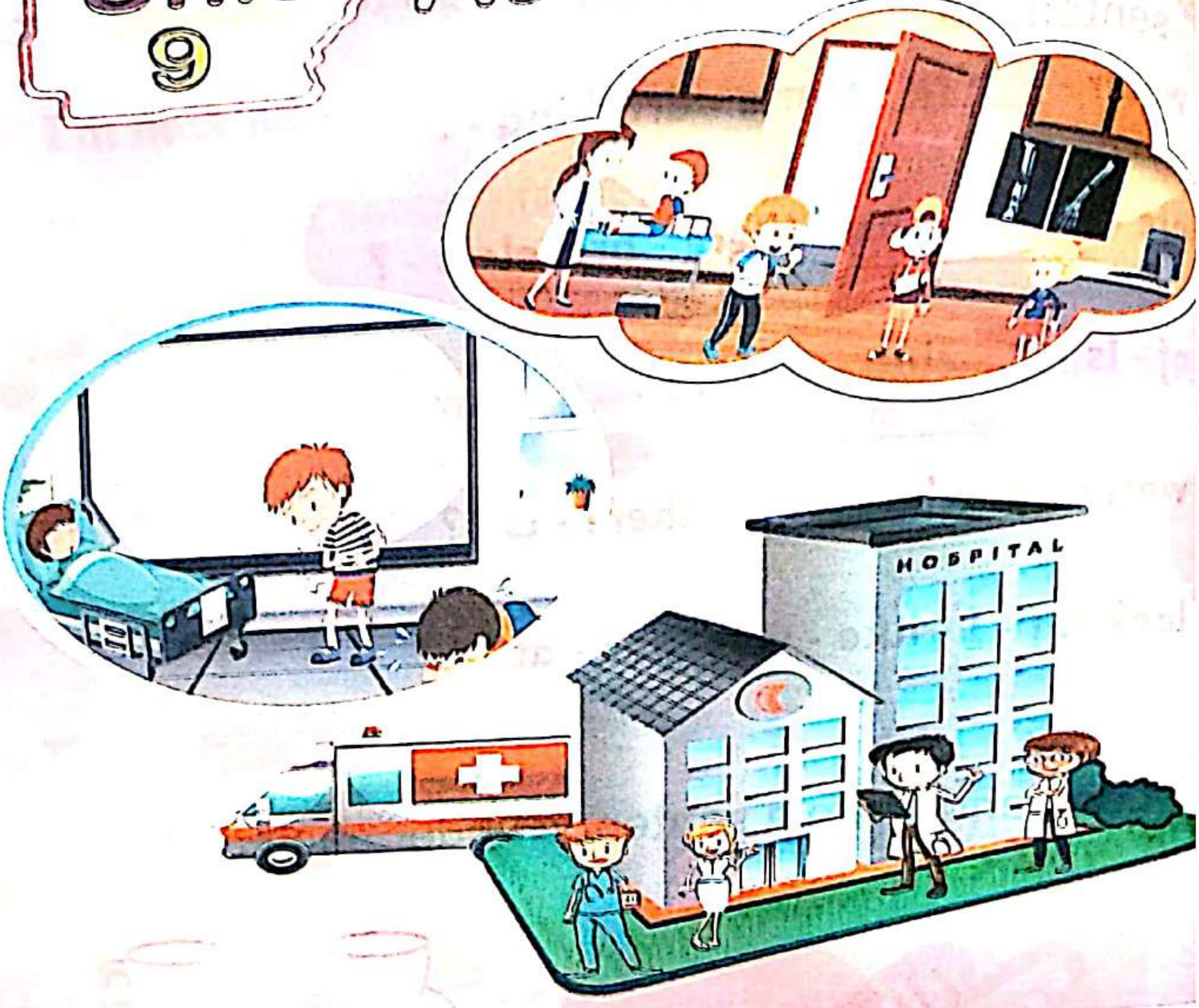
....

8 Punctuate the following.

there s a lot of paper

....

Unit 9 At the hospital



Scope and Sequence:

Vocabulary	المفردات اللغوية	Health: treatment, disease, sore, injury, medicine, operation, scar surgery, X-ray, infection Medical instruments: bandage, blood pressure, monitor, crutches face mask, first-aid kit, stethoscope, syringe, wheelchair
Language	اللغة	- If my little brother has an accident, he cries. - Plants die if you don't water them - They must drink lots of water. - You mustn't eat in the classroom
Reading	القراءة	A health and safety quiz; a text about getting to hospital in Australia
Phonics	الصوتيات	Homophones: (where/wear), (see/sea) (write/right)
Life skills	المهارات الحياتية	- Problem-solving - Self-management
Values	القيم	- Independence - Appreciation of science
Issues and challenges القضايا والتحديات		- Therapeutic health
Integrated cross curriculum topics التكامل عبر موضوعات المنهج		- History: Medicine in the past and medicine now

Listening and reading

Listen, point and say.

Mr. Adel Magdi
English Teacher

Vocabulary



injury
إصابة



X-ray
أشعة إكس



doctor
طبيب



At the hospital
في المستشفى



cast
جبيرة



surgeon
طبيب جراح



medicine
دواء



surgery
عملية جراحية

Lessons 1 & 2

Look, read and trace.

1 We're at the hospital because Hany has an injury. He hurt his elbow when he fell off (1) his bike in the park. He had a helmet(2), so he didn't hurt(3) his head. Hany doesn't want to wear a cast.

2 Hany's arm hurts and he needs an X-ray. If you break(4) your arm, you wear a cast.

3 I don't want to wear a cast!





4 **Don't worry**[5]. You'll be fine. You don't need to wear it for a long time.

1. سقط / وقع 2. خوذة 3. يؤذي 4. يكسر 5. لا تقلق

Lessons 1 & 2

Definitions

treatment	This is a way of making someone better.	لاج
disease	This happens when the cells of your body ar[e] damaged because of an infection.	ض
infection	This happens when bacteria or viruses ente[r] your body.	دوى
injury	When you hurt your body in an accident.	صابة
medicine	This is a liquid you drink or a tablet you swallow.	واء
surgery	A surgeon can do this to make you better if you are very sick.	ملية جراحية
scan	This lets a doctor see inside your body.	سح ضوئي
sore	causing pain	ؤلم
hospital	a place where people can go for treatment	ستشفى

Ask and answer.



Have you ever been to hospital?

I went to hospital when I had an infection.
I took some medicine and I got better.



Read and trace.

Hospitals

A hospital is a place where people can go for treatment. Sometimes people have a disease or infection that makes them ill. Sometimes they have an injury because of an accident[1]. At the hospital, you will see a doctor or a nurse. They might ask questions to find out[2] what is wrong with you. They need to know what hurts or how you feel.

They might decide to[3]:

- give you medicine – you drink or swallow[4] this to help you get better[5].
- give you an X-ray to find out if you have broken a bone.
- do surgery – an operation to make a particular part of your body better.
- do a scan to find out the problem if you have a muscle[6] or organ[7] that is sore.

When the doctors know what the problem is, they can decide on the best way to treat you.







1. حادث
2. يكتشف
3. يقرر أن
4. يبتلع
5. يتحسن
6. عضلة
7. عضو

Activities

1 Look and complete.



h_sp_tal



c_ _t



h_l_et



X-r_ _



m_d_cine



s_rg_on



d_ _tor



sur_e_y

2 Look at the pictures and unscramble the letters.

a t
c s



....

u r e o
s g n



....

o t c
d r o



....

n r j
i y u



....

e n i c
m d e i



....

u g r y
s r e



....

3 Complete the following dialogue with:

elbow - wrong - cast - X-ray

Doctor : What's ....(1)... with you?

Hany : I hurt my ....(2) ....

Doctor : You need an ....(3) ....

Hany : I don't want to wear a ..(4) ....

4 Look and number.

1 She has hurt her elbow.

2 He needs an X-ray.

3 You need to wear a cast.

4 He fell off his bike.









5 Fill in the spaces with:

Sore - injury - scan - hospital

1 A .... lets a doctor see inside your body.

2 A/An .... is a place where people can go for treatment.

3 A/An .... is when you hurt your body in an accident.

4 .... means causing pain.

Lessons 1 & 2

6 Choose the correct word(s).

1 If you break your arm, you wear a (helmet - cast - bi

2 Hany (went - felt - fell) off his bike.

3 I wear a (cup - helmet - glasses) when I ride a bike.

4 Hany's arm hurts. He needs an (infection - X-ray - inju

5 A/An (scan - sore - infection) makes people ill.

6 We go to (school - hospital - zoo) for treatment.

7 Doctors give you (injury - scan - medicine) to get bet

7 Unscramble the following words to make correc sentences.

1 has - injury - Hana - an - .

....

2 fell - He - bike - off - his - .

....

3 went - hospital - I - to - .

....

8 Look and write a sentence under each picture.



hurt - elbow

....



fell - bike

....

9 Punctuate the following.

you need to wear a cast

....

Lesson (3)

Language use

zero conditional

Conditionals

Form If (إذا / لو) + present simple , present simple

e.g. If my little sister has an accident, she cries.

present simple + if + present simple

e.g. Plants die if you don't water them.

Use We use zero conditional for facts that are generally true and do not change.

نستخدم الحالة الشرطية الصفرية مع الحقائق الثابتة بشكل عام ولا تتغير.

e.g. If you fall over, you hurt yourself.

e.g. You get better if you take medicine.

Mr. Adel Magdi
English Teacher

Rewrite Corner

1) If you eat fruit, you are healthy. (if)
- You are healthy if you eat fruit.

2) You cycle to school, so you keep fit. (If)
- If you cycle to school, you keep fit.

3) You break your leg. You wear a cast. (if)
- You wear a cast if you break your leg.

4) Take medicine to get better. (If)
- If you take medicine, you get better.

Lesson 3

Practice

1 Choose the correct word(s).

1. If you fall over, you (hurt - hurts - hurting) yourself.
2. If you (touches - touch - touched) a fire, you get burned.
3. You get better if you (take - will take - takes) medicine.
4. You (wears - wear - wore) a cast if you break your leg.
5. Plants (dies - died - die) if you don't water them.
6. If she hurts her leg, she (cry - crying - cries).
7. If I am tired, I (went - go - going) to bed early.
8. She gets angry if she (hears - hearing - hear) noise.

2 Rewrite the following using the word(s) in brackets.

1. He touches a fire, so he gets burned. (If)
....
2. You are fit. You walk to school. (if)
....
3. She has an accident. She goes to hospital. (If)
....
4. They watch TV. They are happy. (If)
....
5. You keep fit if you do exercise. (If)
....

Activities

1 Complete the following dialogue with:

had - cast - have - hurt

Sally : What's wrong with you?
Heba : I .... (1) .... my leg.
Sally : Oh! Have you (2) .... an accident?
Heba : Yes, I .... (3) ....
Sally : If you break your leg, you wear a .... (4) ....
Heba : Oh! I don't want to wear a cast.

2 Choose the correct word(s).

1. If she gets burned, she (cry - crying - cries).
2. If you (fall - falling - falls) over, you hurt yourself.
3. If you drink hot tea, you (burns - burn - burned) your tongue.
4. If he (ride - riding - rides) a bike, he wears a helmet.
5. If Sara (am - was - is) ill, she goes to hospital.
6. Plants die if you (aren't - don't - haven't) water them.
7. You get tired if you (running - runs - run) fast.
8. I (get - getting - got) better if I take medicine.
9. He goes to bed (if - so - but) he is tired.
10. We go to the park if it (was - has - is) sunny.
11. If I (sleep - sleeps - sleeping) late, I get tired.
12. If you don't eat fruit, you (am - is - are) not healthy.
13. If she falls over, she (hurt - hurts - hurting) herself.
14. If I (am - is - are) hungry, I eat something.

Lesson 3

3 Rewrite the following using the word(s) in brackets.

1 You are tired. You go to bed early. (If)

....

2 He breaks his leg. He wears a cast. (if)

....

3 It rains. We don't go out. (If)

....

4 I win a race, so I am happy. (if)

....

5 She cries. She hurts herself. (If)

....

6 To keep fit, eat healthy food. (if)

....

4 Read and match.

1) If you run fast,	a) you do exercise.
2) You keep fit if	b) if she breaks her arm.
3) She wears a cast	c) you get burned.
4) If you touch a fire,	d) you get tired.

1- (   )   2- (   )   3- (   )   4- (   )

5 Copy the following sentence.

Take your medicine.

....

Learn Sounds with Busy Bee

Phonics — Homophones

Homophones are words that sound the same but have a different meaning and spelling.
الألفاظ المتجانسة هى كلمات لها نفس الصوت ولكن مختلفة في المعنى والتهجى.

Listen, point and say.



sea
بحر



see
يرى



here
هنا



hear
يسمع



where?
أين



wear
يرتدي - يلبس



write
يكتب



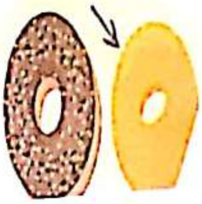
right
صواب



flour
دقيق



flower
وردة



plain
سادة



plane
طائرة

Lesson 4

Read and trace.

- Can you see the sea?
- Where, where is the sea?
- It's here. It's here.
- It's green and blue.
- How many umbrellas can you see by the sea?
- Are there four?
- No, there's more!
- They're for you and me,
- And for everyone here at the sea!

Read and trace.

1. I picked a beautiful flower in the garden.
2. You can travel to Australia by plane.
3. My bag doesn't have a pattern. It's plain.
4. You need flour, sugar and eggs to make a cake.

Activities

1 Look and number.

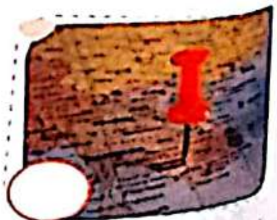
1 sea

2 see

3 here

4 hear









2 Look and complete.



fl_w_r



w_ _r



w_i_e



r_g_t

3 Look at the pictures and unscramble the letters.

r o l f u



....

l e o f w r



....

n a l p i



....

n e l p a



....

h i g r t



....

r i w t e



....

4 Read, look and number.

1 I picked a flower.

2 You can travel by plane.

3 Can you see the sea?







Lesson 4

5 Look and tick (✓) the correct word.



1. see
2. sea



1. flour
2. flower



1. hear
2. here



1. plain
2. plane

6 Fill in the spaces with:

flour - flower - plain - plane

1. I picked a beautiful .... in the garden.
2. You can travel to Australia by ....
3. My bag doesn't have a pattern. It's ....
4. You need .... , sugar and eggs to make a cake

7 Look at the pictures and complete with:

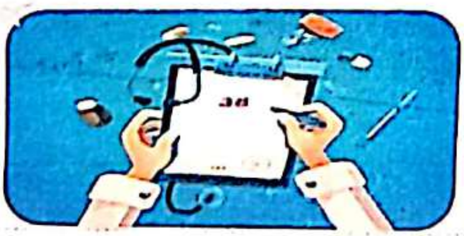
write - where - right - wear



Can you tell me .... it hurts?



You have to .... a cast f
six weeks.



I'll .... down your temperature.



Is this the ....medicine

Lesson (5)

Language use

must & mustn't

Usege

We use (must + infinitive) for rules and instructions.
It means it is necessary to do this.

نستخدم(must) لإعطاء التعليمات والقواعد، وتعنى أنه من الضرورى أن تفعل ذلك الأمر.

e.g. You must drink lots of water.



We use (mustn't + infinitive) to say that it is necessary not to do this.

نستخدم(mustn't) لنقول أنه من الضرورى ألا تفعل ذلك الأمر.

e.g. You mustn't eat here.



Note

mustn't = must not

Rewrite Corner

1) Eat healthy food. (must)
- You must eat healthy food.

2) Don't shout. (mustn't)
- You mustn't shout.

3) You must play loud music. (not)
- You mustn't play loud music.

4) "No Parking" (mustn't)
- You mustn't park here.

Practice

1 Choose the correct word(s).

1. You (must - mustn't - can) play soccer in the hospital.
2. You (aren't - must - mustn't) get lots of rest.
3. You mustn't (play - plays - playing) loud music.
4. You (must - mustn't - have) take your medicine.
5. You must (listening - listens - listen) to the doctors and nurses.

2 Rewrite the following using the word(s) in brackets.

1. Arrive on time.
   .... (must)
2. Don't make fun of classmates.
   .... (mustn't)
3. "No Drinks"
   .... (mustn't)
4. Don't stay up late.
   .... (mustn't)
5. Do your homework.
   .... (must)
6. Help your mother.
   .... (must)

3 Unscramble the following words to make correct sentences.

1 must - up - You - early - get - .

....

2 drink - They - water - must - a lot of - .

....

3 late - be - She - mustn't - .

....

4 Read and match.

1) You must do	a) of rest.
2) You mustn't play	b) exercise.
3) She must take	c) loud music.
4) He must get lots	d) medicine.

1- (   )   2- (   )   3- (   )   4- (   )

5 Look and write a sentence under each picture.



mustn't - run

....



turn - right

....

6 Copy the following sentence.

You must be quiet.

....

Vocabulary

Listen, point and say.



first-aid kit
صندوق إسعافات أولية



stethoscope
سماعة طبية



bandage
ضمادة



Medical equipment
أدوات طبية



blood press[illegible] monito[illegible]
قياس ضغط الدم



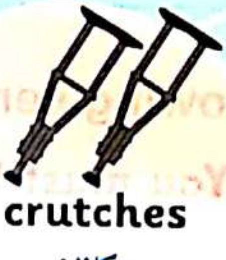
syringe
حقنة



wheelchair
كرسي متحرك



face mask
كمامة



crutches
عكازان

Trace and choose the correct option.

Survey استبيان

1) If you ride your bike to school, ...
a) you mustn't take a bag.
b) you must wear a helmet.
c) you mustn't be late.

2) If the doctor thinks you have broken a bone, ...
a) you take medicine.
b) you play loud music.
c) you have an X-ray.



3) For a sore throat you can ....
a) use a bandage.
b) have a scan.
c) eat some fruit.

4) Hospitals must be very clean so that ....
a) people don't get infections.
b) people can eat their dinner.
c) lots of people can visit.

5) If the doctor gives you medicine, you mustn't ....
a) eat anything.
b) forget to take it.
c) have an operation.

Lessons 6 & 7

Read, ask and answer.

You are going to visit a friend in hospital. She had an ear infection, and she had to have an operation.



1 **What will we take for her? Why?**

2 **She might be bored in hospital. We can take coloring pens for her.**

3 **Good idea.**



Read and trace.



1 Doctors and nurses sometimes wear face masks to protect[1] their patients[2].



2 If there's an accident, you might need a first-aid kit with bandages.



3 If someone has hurt their leg, they can use crutches to help them walk.



4 You can check[3] the health of your heart with a blood pressure monitor.



5 A doctor or nurse can put bandages on you to help a cut[4] or an injury get better[5].



6 A doctor listens to your heart and your breathing[6] with a stethoscope.



7 If someone can't walk after an injury or operation, they might use a wheelchair.



8 A doctor or nurse can put medicine in your body with a syringe.

1. يحمي	2. المرضى	3. يفحص
4. جرح	5. يتحسن	6. تنفس

Trace, ask and answer.



Do you need a syringe to help you walk?

No, I need crutches!

Do you need a first-aid kit if you have an accident?

Yes, I do.

Do you need a face mask to check the health of your heart?

No, I need a blood pressure monitor.

Activities

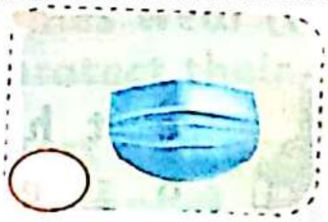
1 Look and number.

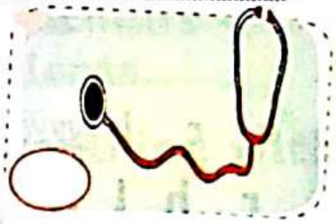
1 first-aid kit

2 blood pressure monitor

3 stethoscope

4 face mask









Lessons 6 & 7

2 Look and complete.

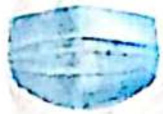

wh_elcha_r


b_nd_ge


cr_tch_s


s_r_nge


ste_hosc_pe


f_ce m_sk



f_rst a_d k_t


bl_od pr_ssur m_nitor

3 Look at the pictures and unscramble the letters.

e a s f c a k m


....

y r n s i e g


....

a a e d b n g


....

e c i w r h l h e a


....

e t h c o s e t o s p


....

s c r e u h c t


....

4 Look and tick (✓) the correct word.



1. bandage ☐
2. stethoscope ☐



1. blood pressure monitor ☐
2. first-aid kit ☐



1. face mask ☐
2. syringe ☐



1. wheelchair ☐
2. crutches ☐

5 Look and tick (✓) the correct sentence.



1. He wears a helmet. ☐
2. He plays tennis. ☐



1. A doctor uses a syringe. ☐
2. I put a bandage on my arm. ☐

6 Choose the correct word(s).

1. Doctors and nurses sometimes wear (wheelchairs - crutches - face masks) to protect their patients.
2. A doctor listens to your heart and your breathing with a (syringe - bandage - stethoscope).
3. You can check the health of your heart with a (bandage - blood pressure monitor - face mask).
4. If there's an accident, you might need a (wheelchair - bandage - first-aid kit) with bandages.

Lesson (8) CLIL: History: Medicine in the past and medicine now

Vocabulary

Listen, point and say.



papyrus
ورق البردي



mint
نعناع



aloe
الصبّار



honey
عسل

Read and trace.

What herbs[1] did ancient Egyptians use to treat diseases[2]?

Doctors and surgeons in the past used different medicines to modern ones, but some of their ideas are **useful**[3] today. We can learn about what ancient Egyptians did from two of the oldest **texts**[4] about medicine in the world:

- The Edwin Smith Papyrus is about surgery[5]. Doctors in ancient Egypt could do operations to help people get better after injuries. They could fix broken bones and injuries to the skin.
- The Ebers Papyrus gives treatments for lots of different diseases. It talks about how the heart is the center of the blood supply[6] in the body, and it gives advice about problems with skin, teeth, eyes and other organs.

Some things that ancient Egyptians believed were very different, but we use some of their ideas in modern medicine. For example, they used herbs to treat some diseases, and we know today that these can help – mint is good for the digestive system[7], and aloe can help with burns. They also used **honey** to treat infections and skin problems. With science today, we know honey can make some infections better.

1. أعشاب 2. أمراض 3. مفيدة 4. نصوص 5. الجراحة 6. إمداد 7. الجهاز الهضمى

Lesson 8

Read and tick (✓) or cross (×).

1 We don't use any medicines from ancient Egypt today. (   )

2 Doctors in the past didn't know how to make broken bones better. (   )

3 Ancient Egyptian doctors understood how the heart works. (   )

4 Ancient Egyptians used herbs in medicine. (   )

Activities

1 Read and match.

1)	Mint is good for the	a)	use different medicine
2)	The heart supplies	b)	digestive system.
3)	Doctors and surgeons in the past	c)	do operations.
4)	Doctors in ancient Egypt could	d)	blood to the body.

1- (   )   2- (   )   3- (   )   4- (   )

2 Unscramble the following words to make correct sentences.

1 Honey - better - infections - makes - .

....

2 help - Aloe - burns - with - can - .

....

3 used - some - They - herbs - diseases - to treat -.

....

3 Fill in the spaces with:

herbs - Aloe - good - operations

1 Doctors could do .... to help people get better.

2 Mint is .... for the digestive system.

3 .... can help with burns.

4 Ancient Egyptians used .... to treat some diseases.

4 Read the passage and answer the questions.

The Edwin Smith Papyrus is about surgery. Doctors in ancient Egypt could do operations to help people get better after injuries. They could fix broken bones and injuries to the skin. The Ebers Papyrus gives treatments for lots of different diseases. It talks about how the heart is the center of the blood supply in the body, and it gives advice about problems with skin, teeth, eyes and other organs.

A) Answer the following questions.

1- What could doctors in ancient Egypt do?

....

2- Could doctors fix broken bones?

....

B) Choose the correct word(s).

3- The (skin - heart - nose) is the center of the blood supply.

4- The Edwin Smith Papyrus is about (surgery - blood - medicine).

Lesson (9) Reading: Getting to hospital

Listen and read.

Who are flying doctors?



Flying doctors

When you are sick, you can go to hospital in a car. In an emergency [1], you can go in an ambulance. The people who drive ambulances [2] are called paramedics [3]. They can give you first aid very quickly. Some countries also use helicopters [4] to get people to hospital in an emergency. These are very important and can save [5] lives.

Australia is an enormous country – 7.69 million square kilometers. It has a population [6] of about 25 million people. Most of the people live near the coast [7] around the country. About one third [8] live in the countryside[9], in areas that are a long way from towns and hospitals – sometimes about a six-hour drive. What happens when you are sick? You can call the flying doctors!





The Royal [10] Flying Doctor Service brings medical help to people all over Australia. The flying doctors are pilots as well as doctors. They can help with emergencies or injuries where they happen, and they can fly people to hospital. It is much quicker than traveling by road. The Australian flying doctor service has 77 airplanes. There is a lot of medical equipment inside, and they can be used as hospitals. Doctors can even do operations inside the planes!

1. طوارئ
2. سيارات إسعاف
3. مسعفون
4. هليكوبتر / مروحيات
5. ينقذ
6. عدد السكان
7. ساحل
8. ثلث
9. الريف
10. ملكي

1 Answer the following questions.

1- Why do people need this service in Australia?

....

2- What two jobs can the people in this service do?

....

3- What happens if you need surgery quickly?

....

2 Read and tick (✓) or (×).

1 Paramedics are people who drive ambulances. ( )

2 Australia is a small country. ( )

3 Flying doctors are pilots as well as doctors. ( )

4 Doctors can't do operations inside the planes. ( )

Activities

1 Fill in the spaces with:

helicopters - emergency - paramedics - airplanes

1 In an .... , you can go to hospital in an ambulance.

2 The people who drive ambulances are called .... and they can give you first aid.

3 Lots of countries use .... to get people to hospital quickly.

4 In Australia, they use .... to help with emergencies.

2 Choose the correct word(s).

1 You can go in a/an (door - car - ambulance) to hospital in an emergency.

2 People who drive ambulances are called (doctors - paramedics - teachers).

3 Some countries also use (helicopters - buses - carts) t get people to hospital in an emergency.

4 The flying doctors are (farmers - teachers - pilots) as well as doctors.

5 Doctors can even (make - do - have) operations insid the planes!

3 Unscramble the following words to make correct sentences.

1 are - people - Paramedics - drive - who - ambulances - .

....

2 enormous - an - Australia - is - country - .

....

3 you - sick, - When - are - flying - call - the - doctors - .

....

4 Read and match.

1) Doctors can even do operations
2) People who drive ambulances
3) When you are sick,
4) Australia is an

a) enormous country.
b) inside the planes.
c) are called paramedics.
d) call the flying doctors.

1- (   ) 2- (   ) 3- (   ) 4- (   )

Activities on Unit (9)

1 Look and complete.



m_dic_ne



s_a



wh_elcha_r



ba_d_ge

2 Complete the following dialogue with:

hurt - hospital - happened - injury

Amr : Why are you at the ....(1)........................ ?

Basma : Because Hany has an .... (2) ....

Amr : What .... (3) .... to him?

Basma : He has .... (4) ...... his elbow.

Amr : Does he need an X-ray?

Basma : Yes, he does.

3 Choose the correct word(s).

1. A hospital is a place for (play - treatment - study).
2. I took some (medicine - infection - disease) and I got better.
3. You (wore - wearing - wear) a cast if you break your leg.
4. If you (touch - touched - touching) a fire, you get burned.

Activities

4 Rewrite the following using the word(s) in brackets.

1. You take the medicine to get better. (If)

2. Don't eat in the classroom. (mustn't)

3. My little brother cries. He has an accident. (if)

5 Read and tick (✓) or (×).

The Royal Flying Doctor Service brings medical help to people all over Australia. The flying doctors are pilots as well as doctors. They can help with emergencies or injuries where they happen, and they can fly people to hospital. It is much quicker than traveling by road. The Australian flying doctor service has 77 airplanes. There is a lot of medical equipment inside, and they can be used as hospitals. Doctors can even do operations inside planes!

1. The flying doctors are pilots as well as doctors. ( )
2. The flying doctors can't fly people to hospital. ( )
3. The Australian flying doctor service has 77 airplanes ( )

6 Unscramble the following words to make correct sentences.

1 this - the - Is - medicine - right - ?

2 eat - You - here - mustn't - .

7 Look and tick (✓) the correct word.



1. crutches
2. face mask



1. sea
2. see

8 Punctuate the following.

it s my father s car

Non-Fiction Reader Review (3)

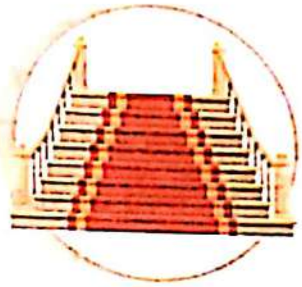
Vocabulary



display case
صندوق عرض



gallery
معرض للفنون



staircase
سلم



statue
تمثال



replica
نسخة طبق الأصل



video tours
جولات بالفيديو

Definitions

display case	We can see objects in it.
gallery	There are lots of display cases in it.
staircase	It takes you up to other galleries.
statue	a figure of a person like Ramses II
replica	a copy of an original artifact

Review 3

Listen and read.

The Grand Egyptian Museum

Why was the Grand Egyptian Museum built?



The Grand Egyptian Museum is a very exciting(1), new museum in Giza. It is one of the largest museums in the world. It's around 490.000 m^2, and the central(2) room is big enough to put an airplane inside. There is a huge statue of Ramses II in the room. It arrived at the museum in January 2018. The builders(3) of the museum built a large room around it. There are many more statues of pharaohs(4) displayed on the Great Staircase. From the museum there is also an incredible view(5) of the Pyramids.

The Egyption Museum in the center of Cairo wasn't big enough to show all the amazing(6) treasures from Egypt's history(7). Some of the display cases were old. The new museum building has modern display cases which can keep the artifacts(8) at the right temperature(9) so they are safe(10).





There are over 100.000 artifacts inside the new museum, and over 3.000 treasures from Tutankhamun's tomb. The four rooms of Tutankhamun's original(11) tomb were quite small – only 110 m^2. The new museum has a replica of the four rooms of Tutankhamun's tomb, and much bigger galleries to display the treasures in the same order as they were found. There are also photos of the time when people first explored(12) the tomb.



There are video tours that you can watch online. These show you some of the artifacts, as well as some of the different galleries and parts of the building. Many tourists from all over the world want to visit this amazing, new museum.

1. مثير
2. مركزي / رئيسي
3. عمال بناء
4. الفراعنة
5. منظر هائل
6. مدهش
7. تاريخ
8. مصنوعات يدوية
9. درجة الحرارة
10. آمن
11. اصلي
12. استكشف

Activities (1) on Review (3)

1 Look and complete.









scul_tu_e | pl_as_re | su_ger_ | n_wb_rn

2 Complete the following dialogue with:

tower - helping - name - doing

Amira : Hello, what's your .... (1) .... ?

Adam : My name is Adam.

Amira : What are you doing?

Adam : I'm .... (2) ..... my brother Omar.

Amira : What's he .... (3) ....?

Adam : He's building a .... (4) ....

3 Choose the correct word(s).

1 To (behave - inherit - play) is to get characteristics from your parents.

2 Doctors use a (face mask - stethoscope - bandage) to listen to your breathing.

3 Look! I've (painted - paint - painting) a picture of you.

4 How (many - much - little) books are there?

Review 3

4 Rewrite the following using the word(s) in brackets.

1. I used to wear glasses. (not)

....

2. There are four bracelets. (How many?)

....

3. Don't play loud music. (mustn't)

....

5 Read and tick (✓) or (✗).

There is an incredible variety of plants on Earth. There are tall trees in the rainforest. Cactus plants in the desert, water lilies in ponds and many wild plants and flowers that we see every day around us. They are all different, and they adapt to their environment in amazing ways.

1. There are short trees in the rainforest. ( )
2. There are cactus plants in the desert. ( )
3. We can't see water lilies in ponds. ( )
4. There's an incredible variety of plants on Earth. ( )

6 Unscramble the following words to make correct sentences.

1 is - a picture - A portrait - a person - of - . ...

2 much - water - How - there - is - ? ....

7 Look and tick (✓) the correct word.



1. face mask ☐
2. bandage ☐



1. necklaces ☐
2. bracelets ☐

8 Punctuate the following.

i don t like drinking coffee

....

Activities (2) on Review (3)

1 Look and complete.



ba_da_e



tod_l_r



b_ace_et



ste_ho_cope

2 Complete the following dialogue with:

sandcastles - did - on - played

Ramy : Where did you go .... (1) .... holidays?

Hana : I went to Alexandria.

Ramy : What .... (2) .... you do there?

Hana : I .... (3) .... on the beach.

Ramy : What did you build?

Hana : I built .... (4) ....

3 Choose the correct word(s).

1 A/An (archaeologist - species - scan) is someone who studies the past.

2 A/An (scan - injury - artifact) is when you hurt your body in an accident.

3 Last month we (visit - visits - visited) my grandparents.

4 If you (touch - touches - touched) a fire, you get burned.

Review 3

4 Rewrite the following using the word(s) in brackets.

1. I used to have short hair. (not)

....

2. There is one book. (three)

....

3. Get lots of rest. (must)

....

5 Read and tick (✓) or (×).

Ali is a doctor. He is my father. This is his doctor's bag. He can use the stethoscope to listen to the patient's heart. He can measure pressure using the blood pressure monitor. He should always wear a mask. I want to be a doctor like him.

1. My father is a farmer. ( )
2. He uses the stethoscope to listen to the patient's heart. ( )
3. He shouldn't always wear a mask. ( )
4. I want to be a doctor like him. ( )

6 Unscramble the following words to make correct sentences.

1 you - see - Can - the sea - ? ....

2 to - sister - My - is - read - learning - . ...

7 Look and tick (✓) the correct word.



1. climb ☐
2. swim ☐



1. drink ☐
2. fly ☐

8 Punctuate the following.

📖 that is amr s bag

....

Unit 10 We love adventure!



Scope and Sequence:

Vocabulary	المفردات اللغوية	Magnetism: attract, compass, magnet, magnetic field, navigate, needle, pole, repel Forces: contact force, friction, magnetism, pull, push Types of motion: balance, bounce, drop, hit, land, roll
Language	اللغة	- If an object is magnetic, a magnet will pick it up. - If I push the pencil, will the ruler move? - Will the ball drop if I move this?
Reading	القراءة	A text about different kinds of forces: friction, contact
Phonics	الصوتيات	'g' as 'j': energy, gentle, bandage
Life skills	المهارات الحياتية	- Collaboration - Participation - Creativity
Values	القيم	- Independence - Curiosity - Appreciation of science
Issues and challenges	القضايا والتحديات	- Technological awareness
Integrated cross-curriculum topics	التكامل عبر موضوعات المنهج	- Science: Friction experiment - Use of magnets in modern life

Lesson (1)

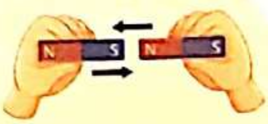
Listening and reading
Let's learn about words

Vocabulary

Listen, point and say.



poles
أقطاب



attract
يتجاذب



magnet
مغناطيس





repel
يتنافر



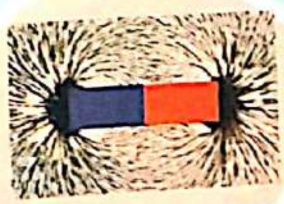
needle
إبرة



navigate
يحدد اتجاه



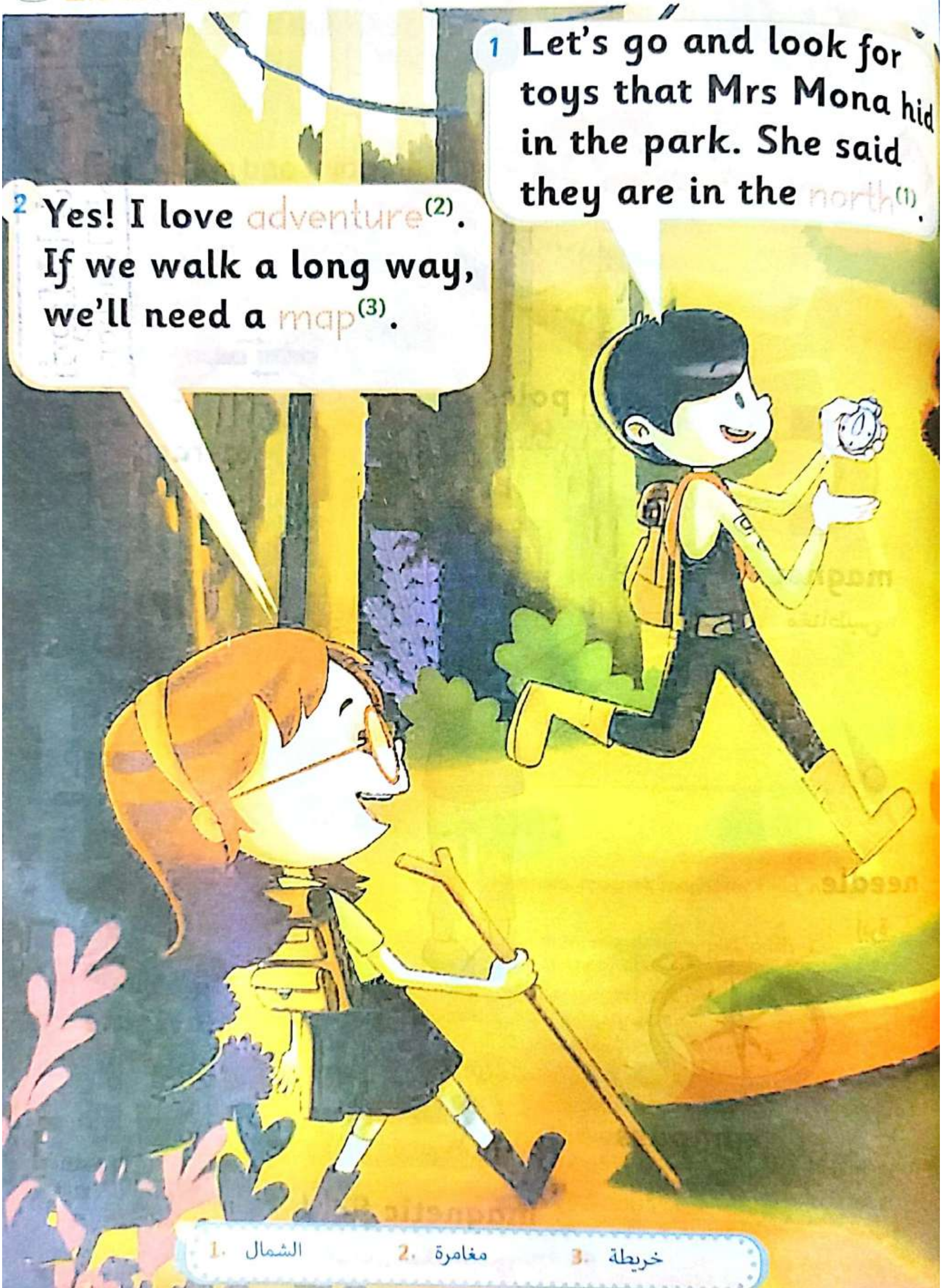
compass
البوصلة



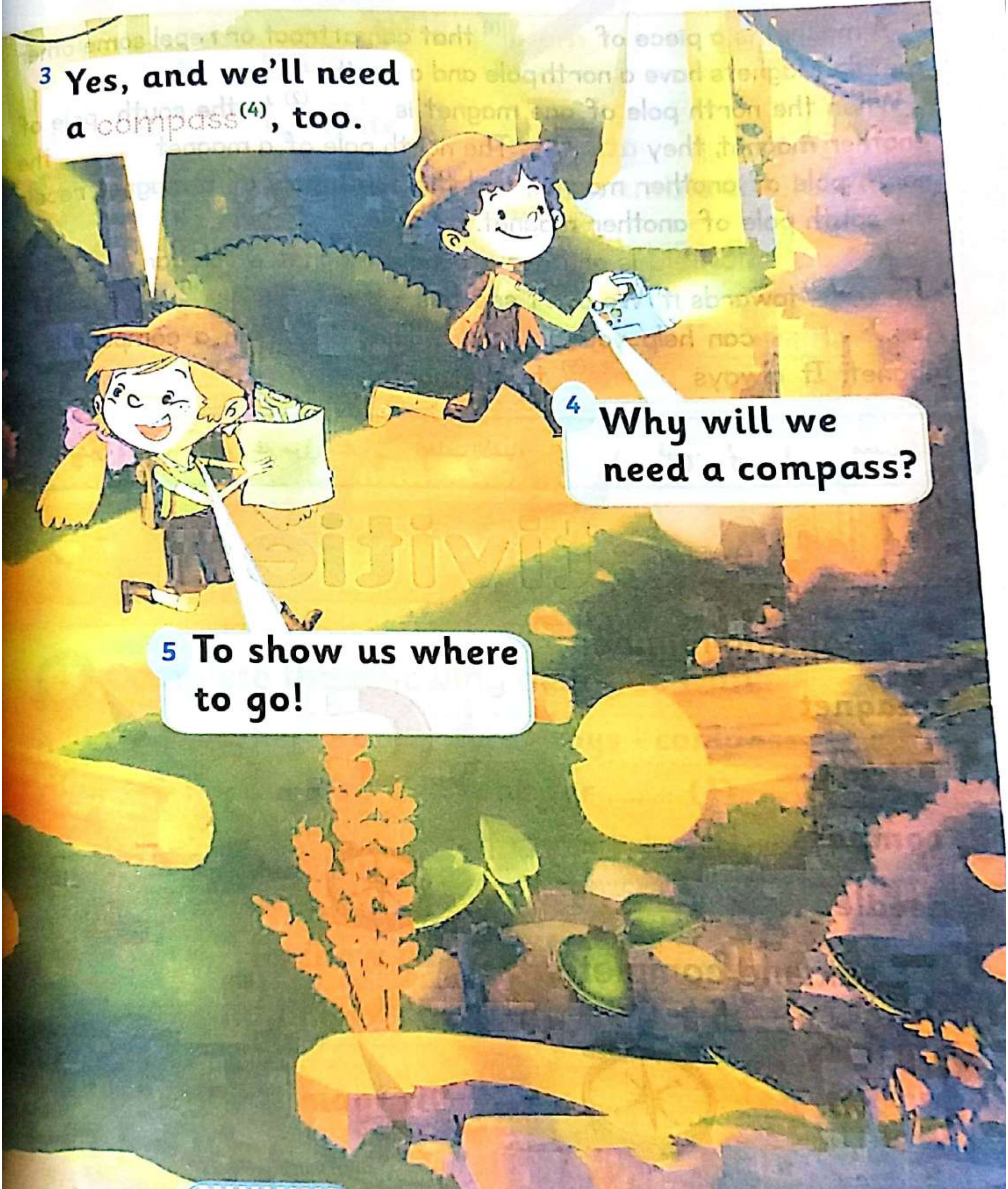
magnetic field
المجال المغناطيسي

Lesson 1

Listen and trace.



1. الشمال 2. مغامرة 3. خريطة


3 Yes, and we'll need a compass(4), too.
4 Why will we need a compass?
5 To show us where to go!

4. بوصلة

Lesson 1

Read and trace.

A magnet is a piece of metal[1] that can attract or repel some other metals. Magnets have a north pole and a south pole.

When the north pole of one magnet is close[2] to the south pole of another magnet, they attract. The north pole of a magnet repels the north pole of another magnet, and the south pole of a magnet repels the south pole of another magnet.

A magnetic field is an area around a magnet which can pull objects[3] towards it. We can't see this - it is invisible[4].

A compass can help you navigate. The needle in a compass is a magnet. It always points[5] to the north.

1. معدن 2. قريب 3. تجذب الأشياء 4. غير مرئي 5. تشير

Activities

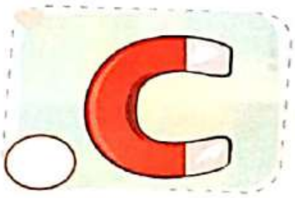
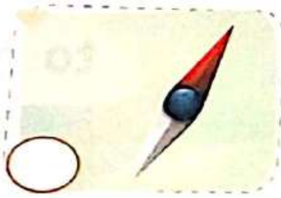
1 Look and number.

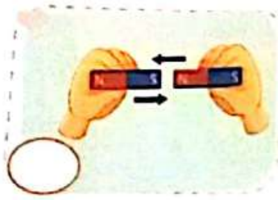
1 magnet

2 attract

3 compass

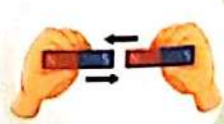
4 needle



2 Look and complete.



r_pe_ co_p_ss n_ed_e a_tra_t


m_g_et


n_vi_ate


p_l_s


m_ _

3 Look at the pictures and unscramble the letters.

o p s c m a s

....

t a t r c a t

....

a n t m g e

....

e l p r e

....

e l e n d e

....

o e l p s

....

4 Complete the following dialogue with:

where - adventure - toys - compass

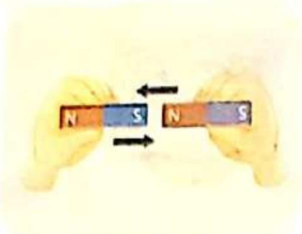
Boy : Let's go and look for .... (1) ....
Girl : I love .... (2) ....
Boy : We'll need a .... (3) ....
Girl : Why?
Boy : To show us .... (4) .... to go.

5 Look and tick (✓) the correct word.


1. magnet ☐
2. map ☐


1. repel ☐
2. compass ☐

Lesson 1



1. attract
2. repel



1. poles
2. needle

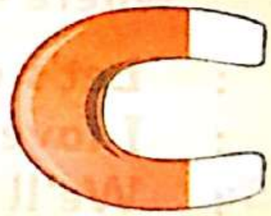
6 Choose the correct word(s).

1. A (compass – magnet – pole) is a piece of metal that can attract metals.
2. A (pole – magnet – compass) can help you navigate.
3. A magnetic (field – pole – map) is an area around a magnet.
4. The needle of a compass always points to the (south – north – east).
5. We can't see this, it is (invisible – seen – map).

7 Look at the pictures and complete with:

attracts - needle - compass





A .... points to the north. A magnet .... metal objects.

8 Punctuate the following.

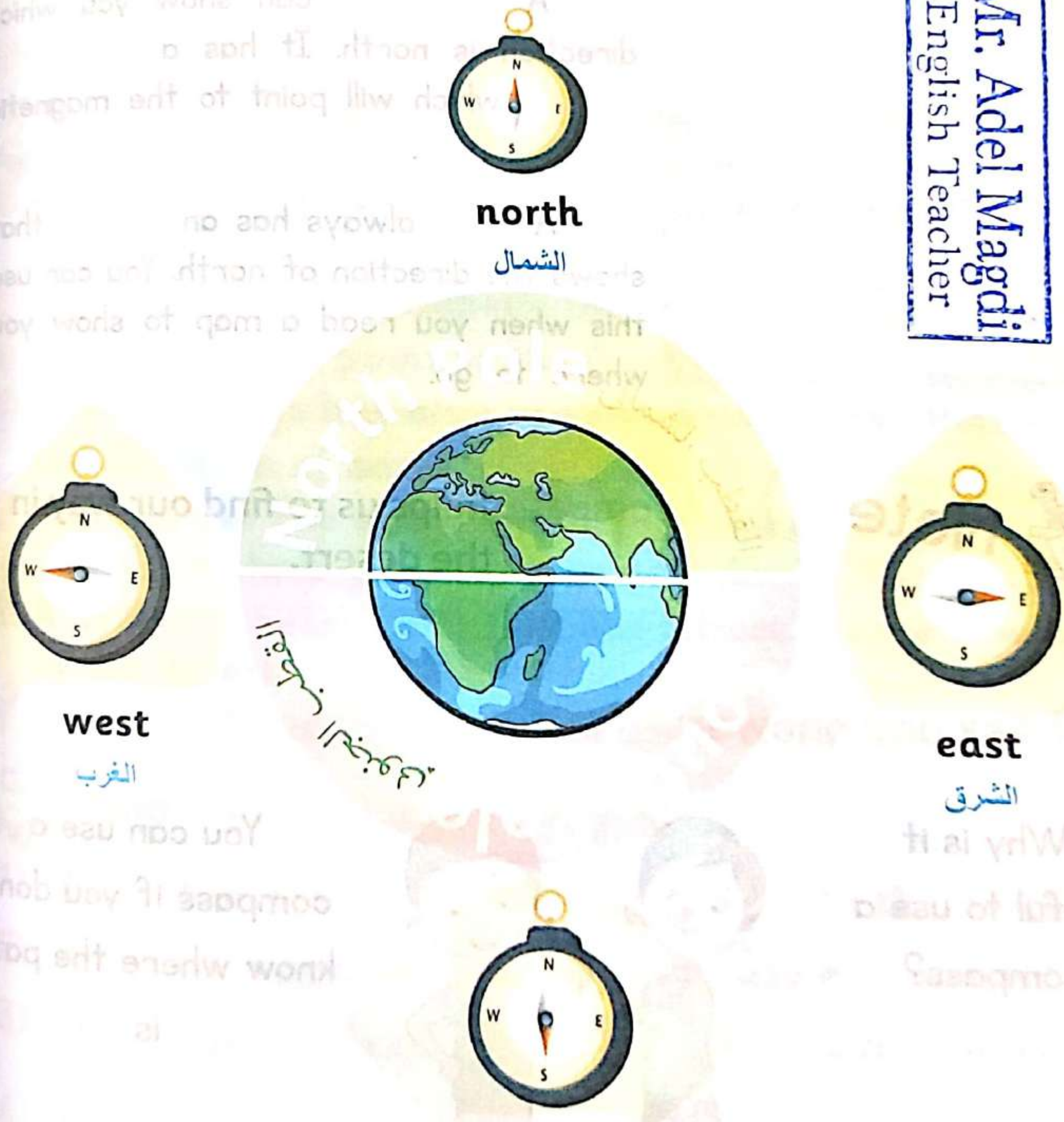
yes we ll need a compass

....

Lesson (2) Reading: How to find directions

Vocabulary

Listen, point and say



Lesson 2

How to find directions

Look, read and trace.



A compass can show you which direction is north. It has a magnetic needle which will point to the magnetic North Pole.

A map always has an arrow that shows the direction of north. You can use this when you read a map to show you where to go.

Note

A compass: helps us to find our way in the desert.

Ask and answer:

Why is it useful to use a compass?



You can use a compass if you don't know where the path is.

Activities

1 Look and complete.



n_r_h



so_t_



N_rth P_le



Sou_h po_e

2 Choose the correct word(s).

1 A (magnet - compass - telephone) can show you which direction is north.

2 A compass has a magnetic (needle - knife - pen).

3 The needle will point to the (east - south - north).

4 A map always has a/an (arrow - line - book) that shows the direction of north.

5 You can use the arrow when you read a (book - map - story) to show you where to go.

6 A compass helps us to find our (street - corner - way) in the desert.

7 It's (useful - useless - bad) to use a compass.

3 Read and match.

1) You can use a map if you	a) points to the north.
2) A compass can show you	b) to use a compass?
3) The magnetic needle	c) which direction is north.
4) Why is it useful	d) don't know the way.

1- (   )   2- (   )   3- (   )   4- (   )

Lesson 2

4 Read and tick (✓) or (×).

A compass can show you which direction is north. It has a magnetic needle which will point to the magnetic North Pole. A map always has an arrow that shows the direction of north. You can use this when you read a map to show you where to go.

1 A compass has a magnetic needle. ( )

2 The magnetic needle points to the south. ( )

3 A compass helps us to find our way. ( )

4 It isn't useful to use a compass. ( )

5 Unscramble the following words to make correct sentences.

1 north - The compass - the - points to - .

....

2 use - useful - It's - to - a compass - .

....

3 an arrow - always - A map - has - .

....

4 helps - A compass - find - our way - us - .

....

6 Copy the following sentence.

A compass shows us the directions.

....

Lesson (3)

Language use

Mr. Adel Magdi
English Teacher

Conditionals

The First Conditional

Form

If + present simple, subj. (فاعل) + (will / won't) + inf.

e.g. If you go that way, you will get lost.

Subj. فاعل + (will + inf.) + if + present simple

e.g. You'll get lost if you go that way.

Usage

- We use the first conditional for things that will possibly happen in the future.

e.g. If we miss our bus, we'll walk to school.

Rewrite Corner

1. I'll get up early. I'll catch the bus. (If)
   ➥ If I get up early, I'll catch the bus.
2. If you have breakfast, you won't be hungry. (don't)
   ➥ If you don't have breakfast, you will be hungry.
3. If you don't wear a jacket, you will be cold. (won't)
   ➥ If you wear a jacket, you won't be cold.
4. Hurry up or you'll be late for school. (If)
   ➥ If you don't hurry up, you'll be late for school.
   ➥ If you hurry up, you won't be late for school.

Lesson 3

Practice

1 Choose the correct word(s).

1 If you (takes – take – taking) an umbrella, you won't get wet.

2 If you go out in the rain, you ('ll get – gets – getting) wet.

3 If I see my cousin, I'll (says – saying – say) hello.

4 If he (don't – isn't – doesn't) go that way, he'll get lost.

5 If you watch this video, you ('m – 'll – 're) learn about magnets.

6 If it is sunny tommorow, we'll (go – goes – going) swimming.

2 Rewrite the following using the word(s) in brackets.

1 You eat unhealthy food. You'll be fat. (If)

....

2 Take your umbrella or you'll get wet. (If)

....

3 If I study hard, dad will be happy. (don't)

....

4 If she doesn't win, she'll be sad. (won't)

....

5 You will miss the train if you don't run. (If)

....

Activities

1 Complete the following dialogue with:

late - hurry up - running - miss

Sara : Good morning, Huda.

Huda : Good morning, Sara.

Sara : Why are you .... (1) ....?

Huda : Because I'm .... (2) .... for school.

Sara : Did you .... (3) .... the school bus?

Huda : No, but if I don't .... (4) .... , I'll miss it.

2 Choose the correct word(s).

1 If you stay up late, you (be - will be - were) tired.

2 If she (eat - eating - eats) fruit, she'll be healthy.

3 You'll have bad teeth (so - if - but) you eat a lot of sweets.

4 If he doesn't eat breakfast, he will (is - was - be) hungry.

5 If we ('ll miss - miss - missing) the bus, we'll walk to school.

6 If they clean their bedroom, their mother (was - is - will be) happy.

7 I (won't – wasn't – aren't) be cold if I wear a jacket.

8 If I (has – have – having) a lot of money, I'll buy a car.

Lesson 3

3 Rewrite the following using the word(s) in brackets.

1 I'll meet my cousin. We'll go to the park. (if)

....

2 If she swims well, she'll win the competition. (if)

....

3 If he wears a jacket, he won't be cold. (doesn't)

....

4 Be polite or the teacher will be angry. (If)

....

5 Take your umbrella or you'll get wet. (If)

....

6 If they help grandma, they'll get a present. (he)

....

4 Read and match.

1) If we hurry up,	a) you'll pass the test.
2) She'll be sad	b) if I see my uncle.
3) If you study hard,	c) we'll catch the bus.
4) I'll say hello	d) if she doesn't win.

1- (   )   2- (   )   3- (   )   4- (   )

5 Copy the following sentence.

If you exercise, you'll be fit.

....

Lessons (4&5)

Types of motion

Vocabulary

Listen, point and say.



balance

يحافظ على التوازن



hit

يضرب



types of motion

أنواع الحركة



land

يهبط



bounce

ينط / يتنطط



roll

يدحرج/ يتدحرج



drop

يُسقط/ يوقع

Lessons 4&5

Listen, point and say.



magnetism

القوة المغناطيسية





friction

قوة الاحتكاك

Forces

أنواع القوى



pull

قوة السحب / الشد



pull

قوة الدفع

Listen, read and trace.

Forces



A force is something that can make things move. Magnetism is a type of force, but there are others:



Push: this moves an object away or forwards - you can push a cart(1) when you go to the store.

Pull: this brings(2) something towards you - you can pull on a door handle(3) to open a door.





Friction: when one object touches another object as it moves, there is a force between them. This is called friction. It can slow down(4) the object that is moving.

Pushing, pulling and friction are contact forces(5). The two objects have to touch each other for the movement(6) to happen. The contact can stop, start, or change(7) the speed(8) or direction of the movement.



1. عربة تسوق	2. يحضر	3. مقبض	4. يبطئ
5. قوى التماس	6. يغير	7. يغير	8. سرعة

Activities

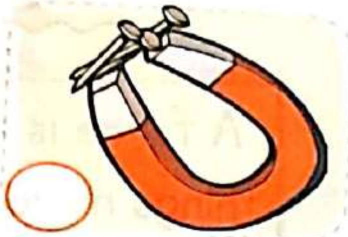
1 Look and number.

1 balance

2 land

3 magnetism

4 friction

 ( )

 ( )

 ( )

 ( )

2 Look and complete.



h_t



b_un_e



p_ll



p_sh



c_rt



h_ndle



c_nt_ct f_rces



fr_cti_n

3 Look at the pictures and unscramble the letters.

l l o r



....

r p o d



....

u h p s



....

4 Fill in the spaces with:

push - pull - slower

1 A .... force moves an object forwards.

2 Friction makes objects move ....

3 A .... force brings something towards you.

5 Choose the correct word(s).

1 (Magnetism - Handle - Cart) is a type of force.

2 You can push a (handle - cart - friction) when you go to a store.

3 You can pull a door (magnetism - handle - contact) to open a door.

4 (Magnetism - Friction - Contact) can slow down the object that is moving.

5 Pushing, pulling and friction are (friction - magnetism - contact) forces.

6 A (cart - force - friction) is something that can make things move.

6 Read and match.

1) Friction makes objects	a) an object forwards.
2) Magnetism is a	b) something towards you.
3) A push force moves	c) move slower.
4) A pull force brings	d) type of force.

1- (   ) 2- (   ) 3- (   ) 4- (   )

Lesson (6) Language use

The First Condtional

(Questions)

(Yes / No) questions

If + present simple, will + subject + inf. ...?

e.g. If I pull the door handle, will I open it?

☺ - Yes, you will. ☹ - No, you won't.

Wh- questions

Q.W. + will + subj + inf. + if + present simple?

e.g. Where will the ball go if I throw it?

If + present simple, Q.W. + will + subject + inf. ...?

e.g. If I drop the pencil, what will it do?

Practice

1 Choose the correct word(s).

1 Where (will - do - is) the ball go if I throw it?

2 If I (pulls - pulled - pull) the string, will the bell make a sound?

3 If I move the chair, will the ball (drops - drop - dropped)?

4 If I (run - runs - ran) fast, will I win the competition?

5 What will (happens - happen - happened) if it rains?

2 Do as the example.

1 If we use a compass, (we / get / will / lost / ?)

If we use a compass, will we get lost?

2 If we put a magnet here, (the / metal ball / move / will / ?)

....

3 Will the water be cold (we / if / it / put / the fridge / in / ?)

....

4 What will we see if we (liquids / mix / these / ?)

....

Activities

1 Choose the correct word(s).

1 What (are - will - were) you do if you have a lot of money?

2 Where will you (go - goes - going) if you have a holiday?

3 If it (rains - rain - raining), will we go out?

4 If you win the race, will you (are - is - be) happy?

5 Will you get lost if you (doesn't - aren't - don't) have a compass?

6 What (you will - will you - are you) see if you mix these liquids?

7 Will he (is - be - was) angry if I break his glasses?

8 Where will the ball (go - going - goes) if I throw it?

Lesson 6

2 Read and match.

1) If I wear a coat, — a) you break the glass?
2) If they run fast, — b) she has a holiday?
3) What will happen if — c) will I be cold?
4) Where will she go if — d) will they catch the bus?

1- (   )   2- (   )   3- (   )   4- (   )

3 Unscramble the following words to make correct sentences.

1 If you have money, - will - me - lend - you - some - ?

....

2 will - go - Where - they - if it is sunny ?

....

3 If you push the white ball, - it - move - will - ?

....

4 help me - you - If I - homework, - have - will - ?

....

4 Copy the following sentence.

If you're tired, will you sleep?

Lesson (7) Learn sounds with Busy Bee!

Phonics

Listen, repeat. Then read.

"g" as "j"



change
يغير / يبدل



energy
طاقة



bandage
ضمادة



village
قرية



danger
خطر



giraffe
زرافة

Read and trace.



- Danger! There's a giraffe in the village!

Lesson 7

Listen and sing. Then trace.





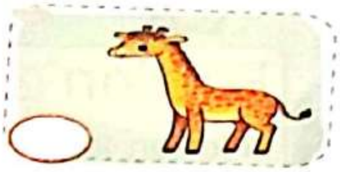
We have so much energy, energy.
Let's go to the village for an adventure!
In the village, we can see, we can see
A cat. Look, it's climbing a tree!
We have so much energy, energy.
Let's go to the village for an adventure!
In the village, we can see, we can see
A cat in a tree! Danger! Danger!
Can you see?
A giraffe saved the cat in the tree!
The cat is hurt. It needs a bandage.
The cat is tired. It has no more energy!



Activities

1 Look and number.

1 village
2 giraffe
3 bandage
4 danger

 ( )
 ( )
 ( )
 ( )

2 Look and complete.


ener_ _


villa_ _


banda_ _


g_raf_e

3 Look and tick (✓) the correct word.


1. change ☐
2. energy ☐


1. bandage ☐
2. village ☐


1. bandage ☐
2. danger ☐


1. energy ☐
2. giraffe ☐

4 Read and match.

1) We have so
2) Let's go to the
3) A giraffe saved
4) The cat needs

a) village for an adventure!
b) a bandage.
c) much energy.
d) the cat in the tree!

1- ( ) 2- ( ) 3- ( ) 4- ( )

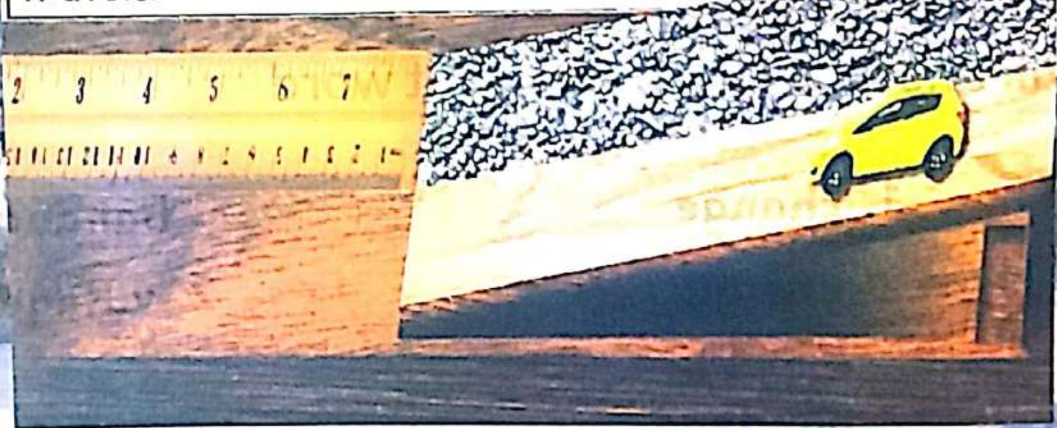
Lessons (8&9) Science: Friction

Look and read.

Friction experiment[1]

Friction is a contact force between two surfaces. We use it every day, from when we put our foot on the ground[2] to run, to when we use an eraser to rub out[3] pencil marks. We can do an experiment to see how friction works.

Roll a toy car down a ramp[4]. Measure how far it travels.



What will happen if we change the ramp? We can put glue and sand on it. If we roll the car down the ramp again, will the distance[5] change?

1. تجربة 2. الأرض 3. يزيل 4. سطح منحدر 5. مسافة

Listen and read.

Are magnets useful in hospitals?

Uses of magnets

Magnets are useful at home and at school. We can stick[1] photos to magnetic surfaces, or use magnets to keep doors closed. But they are important in lots of other ways too.

Medicine



In hospitals, an MRI scan[2] (magnetic resonance imaging) uses a magnetic field to make pictures of organs inside our bodies. An X-ray can take pictures of bones, but an MRI scan can give doctors more information. The scans are very useful and save many lives.

Farming



We know that cows eat grass, but sometimes they can eat bits of metal that are on the ground in fields, such as nails[3] or bits of wire[4]. Framers give cows a magnet to swallow. The magnet stays inside the cow's stomach and attracts all the metal. This stops the metal from damaging [5] the cow's digestive system.

Factories



Big magnets can sort out materials for recycling, or even move old cars.

Computers



Magnets are used to store information in computers. The magnetic areas used for this are narrower than human hair!

Transportation



Some of the most modern train systems use magnets. The train is lifted off the ground, so it has less friction. The magnet keeps it in the right place. The train can travel very quickly!

1. يلصق 2. التصوير بالرنين المغناطيسي 3. مسامير 4. سلك 5. الإضرار

Activities

1 Read and match.

1) Magnets can sort out
2) Computers use magnets
3) Farmers give cows
4) Modern train systems

a) magnets to swallow.
b) use magnets.
c) materials for recycling.
d) to store information.

1- (   ) 2- (   ) 3- (   ) 4- (   )

2 Choose the correct word(s).

1 Magnets attract (wood – plastic – metal).
2 Magnets (read – store – keep) trains in the right place.
3 Smooth ramps make (more – much – less) friction.
4 We can stick photos to (wooden - magnetic - plastic) surfaces.
5 The MRI scans are very (bad - sad - useful).
6 Using an MRI scan in hospital can save (lives - knives - leaves).
7 We use a/an (ruler - eraser - magnet) to rub out pencil marks.

3 Unscramble the following words to make correct sentences.

1 systems - Train - magnets - use - .
....
2 show - friction - Experiments - how - works - .
....
3 magnets - information - Computers - to store - use - .
....

4 Fill in the spaces with:

information - friction - lives - swallow - move

1. Using an MRI scan in hospital can save ....
2. Cows can .... magnets to protect their digestive system.
3. Big magnets can .... metal and old cars in factories.
4. Computers use magnets to store ....
5. Trains that use magnets have less ....

5 Read the passage and answer the questions.

We know that cows eat grass, but sometimes they can eat bits of metal that are on the ground in fields, such as nails or bits of wire. Farmers give cows a magnet to swallow. The magnet stays inside the cow's stomach and attracts all the metal. This stops the metal from damaging the cows digestive system.

A) Answer the following questions.

1- What can cows sometimes eat?

....

2- Where does the magnet stay?

....

B) Choose the correct word(s).

3- We can see cows in (supermarkets – fields – factories).

4- Nails are (liquid – gas – metal).

Activities on Unit (10)

1 Look and complete.



m_gn_t



ne_d_e



s_ _th



b_la_ce

2 Complete the following dialogue with:

poles - What - attract - magnet

Hend : .... (1) .... is this?
Mona : It's a .... (2) ....
Hend : What is it for?
Mona : It can .... (3) .... metals.
Hend : Does it have two .... (4) ....?
Mona : Yes, it does.

3 Choose the correct word(s).

1. The magnetic (pen - needle - field) points to the north.
2. If you sleep early, you will (get - gets - getting) up early.
3. If I come with you, (will you - you'll - do you) be happy?
4. Magnets attract (plastic - wood - metal).

4 Rewrite the following using the word(s) in brackets.

1. Hurry up. You'll catch the bus. (If)
....
2. Sleep early to get up early. (If)
....
3. The door will open if I pull the door handle. (What)
....

5 Read and tick (✓) or (×).

We have so much energy. We will go to the village for an adventure! In the village, we can see trees, grass and farm animals. It's very interesting. We will enjoy the fine weather. We will be very happy.

1 We will go to the zoo. ( )
2 We can't see trees. ( )
3 We will be very sad. ( )
4 We have so much energy. ( )

6 Unscramble the following words to make correct sentences.

1 a type - force - Magnetism - is - of - .

....

2 go - look for - Let's - toys - and - .

....

7 Look and write a sentence under each picture.



map - arrow

....



push - cart

....

8 Punctuate the following.

No I don t have a car

....

Unit 11 Keep in touch



Scope and Sequence:

Vocabulary المفردات اللغوية	Technology and communication: cell phone, email, laptop, letter, radio, telegraph, telephone, television, typewriter, World Wide Web Parts of a computer: CPU, hard drive, keyboard, memory, monitor, mouse, printer, storage
Language اللغة	- Billions of emails are sent every day. - Is the World Wide Web used by lots of people? - Yes, it is! - The first email was sent in 1971.
Reading القراءة	- A text about old and modern transportation; a text and table about the pros and cons of different types of transportation
Phonics الصوتيّات	aw: draw au: audio message or: Morse Code
Life skills المهارات الحياتية	- Collaboration - Participation - Creativity
Values القيم	- Independence - Curiosity - Appreciation of science
Issues and challenges القضايا والتحديات	- Technological awareness
Integrated cross-curriculum topics التكامل عبر موضوعات المنهج	- Science: Friction experiment - Use of magnets in modern life

Lesson (1)

ICT: Communication now and in the past

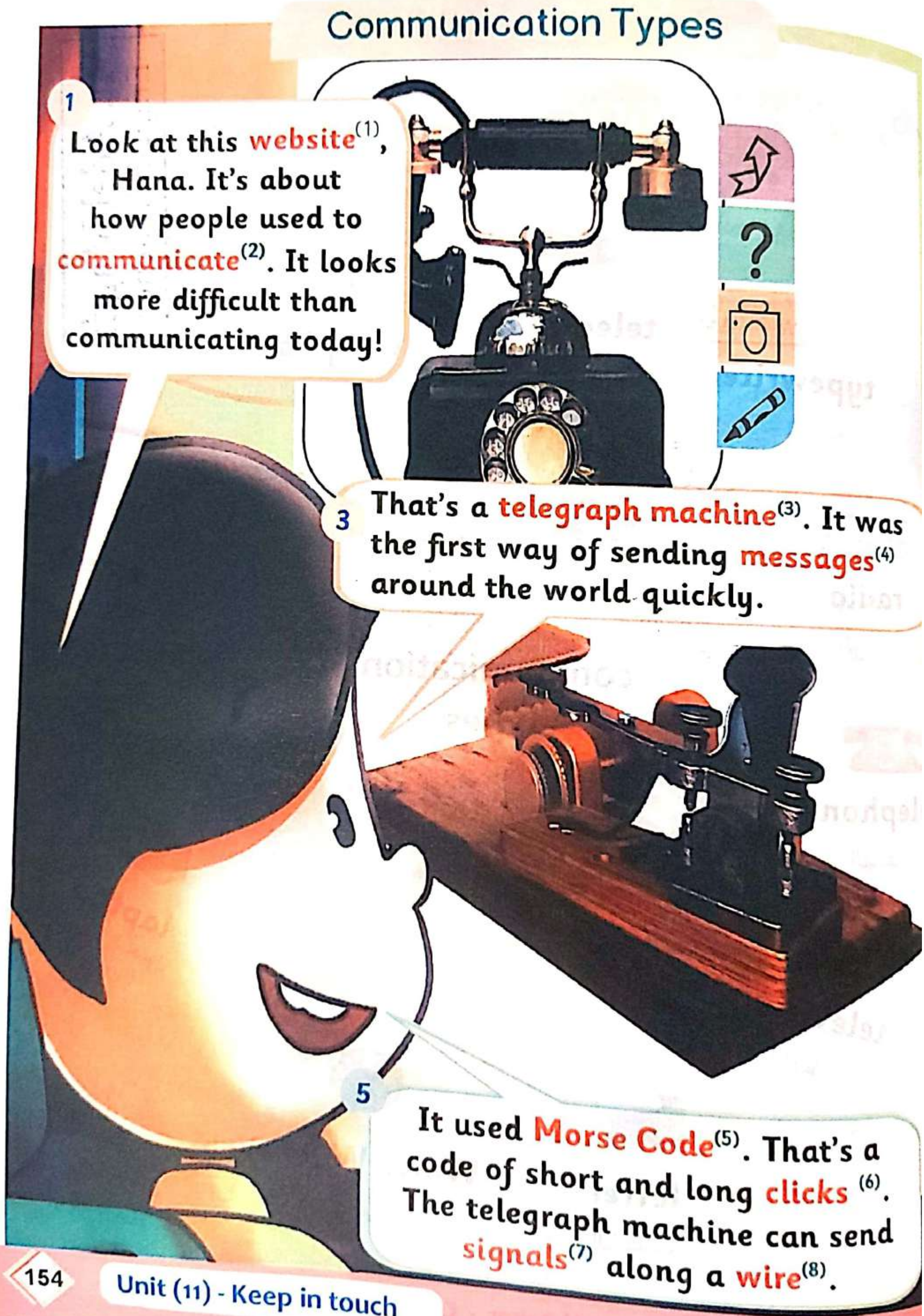
Vocabulary

Listen, point and say.

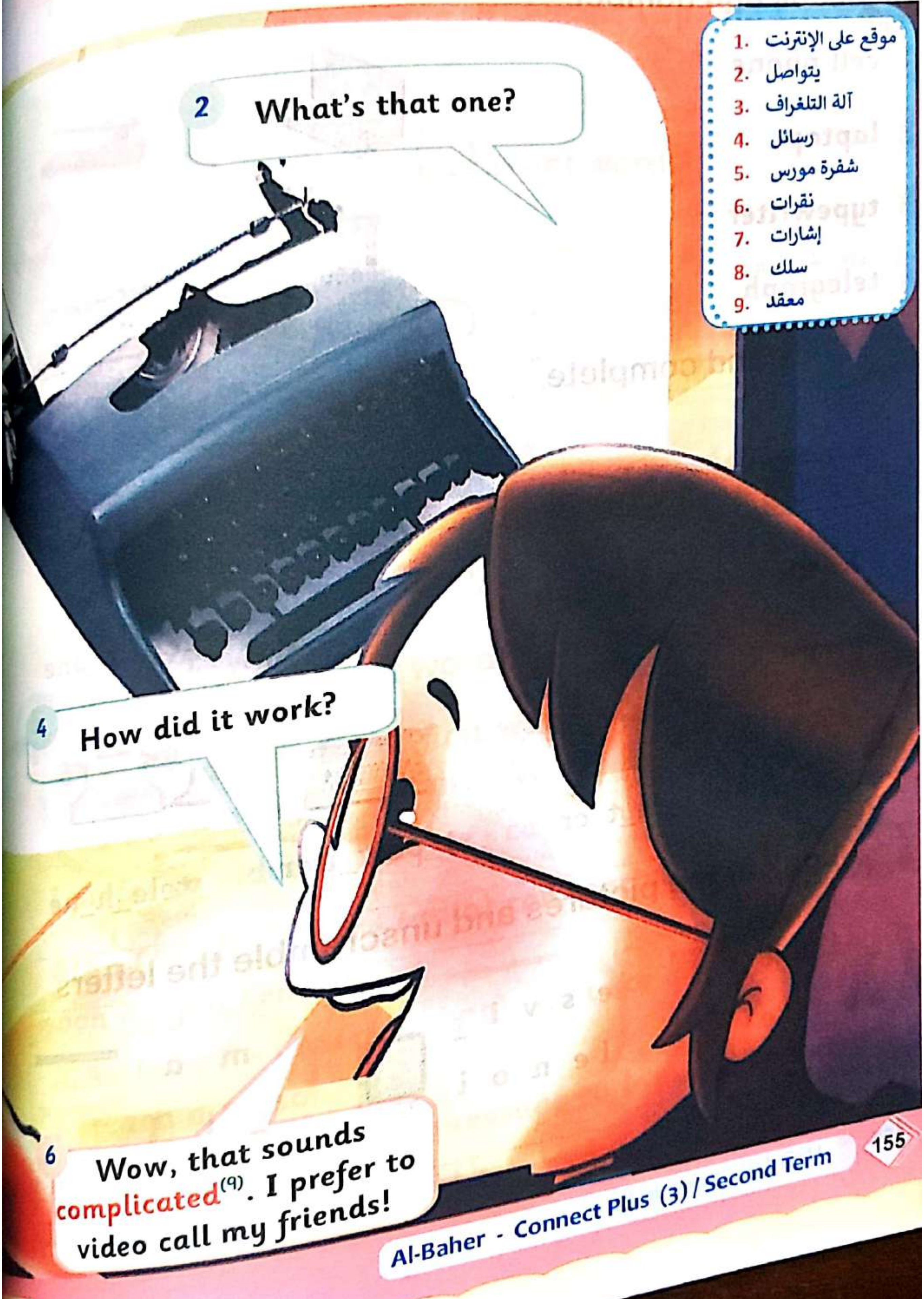


Lesson 1

Look, listen and read.



1. موقع على الإنترنت
2. يتواصل
3. آلة التلغراف
4. رسائل
5. شفرة مورس
6. نقرات
7. إشارات
8. سلك
9. معقد



Activities

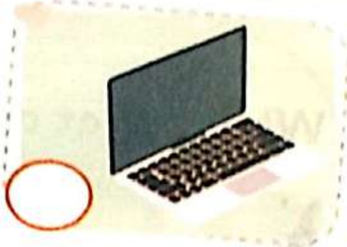
1 Look and number.

1 cell phone

2 laptop

3 typewriter

4 telegraph









2 Look and complete.



r_d_o



t_le_raph



la_to_



c_ll p_one



e_ai_



l_t_er



t_pew_iter



tele_h_ne

3 Look at the pictures and unscramble the letters.

c l e l
n o p h e



....

e s v i t
l e n o i



....

m a
e i l



....

i d o a r



e p n e l t e o h



a l p p o t



....

....

....

4 Look and tick (✓) the correct word.



1. website ☐
2. laptop ☐



1. cell phone ☐
2. radio ☐



1. typewriter ☐
2. television ☐



1. letter ☐
2. email ☐

5 Choose the correct word(s).

1. The telegraph was the first way to send (letters - emails - messages) around the world.
2. I prefer to video (message - call - phone) my friends.
3. A/An (email - letter - radio) can reach a person as soon as you send it.
4. A/An (email - letter - phone) can take a day or more to reach a person.
5. You can send the same message to lots of people by (email - letter - typewriter).

6 You need a stamp to send a/an (email - letter - radio).

7 The (telephone - telegraph - cell phone) can send signals along a wire.

8 I watch cartoons on (radio - television - telegraph).

9 We type letter on a (cell phone - laptop - typewriter).

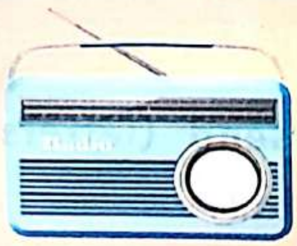
10 I listen to music on the (radio - television - letter).

11 In the past, people used (laptops - cell phones - telephones) to communicate.

12 Now, I use my (cell phone - radio - telegraph) to video call my friends.

6 Look at the pictures and complete with:

cell phone - radio - telegraph



1. We listen to the ....



2. I have a new ....

7 Copy the following sentence.

That sounds complicated.

Lessons (2&3) Language use

The Present Passive

We form active statements like this:

تتكون الجملة الخبرية المبنية للمعلوم (Active) من:

Subject فاعل + verb فعل + object مفعول

e.g. We use computers in many offices.

Form To change into passive form: (present passive)

لتحويل الجملة إلى مبني للمجهول في زمن المضارع البسيط نستخدم:

Object + (is / are) + P.P. التصريف الثالث للفعل

e.g. Computers are used in many offices.

e.g. A computer is made of metal, plastic and glass.

Negative

Object + (isn't/ aren't) + P.P. + التصريف الثالث للفعل

e.g. A computer isn't made of wood.

e.g. Emails aren't written with a pen and paper.

Yes/No questions

(Is / Are) + obj. مفعول + P.P. + التصريف الثالث للفعل ....?

e.g. Is it used for sending emails?

- Yes, it is.
- No, it isn't.

Lessons 2&3

Listen, read and trace.

Computers are used in many offices, stores, and businesses.
Billions of emails are sent every day.
A computer is made of metal, plastic and glass. It isn't made of wood!
Is the World Wide Web (www) used by lots of people?
Yes, it is!



Rewrite Corner

1 We use computers in schools. (Computers)
➥ Computers are used in schools.

2 The telegraph machine is used today. (not)
➥ The telegraph machine isn't used today.

3 Yes, a laptop is used for sending emails. (Is ....?)
➥ Is a laptop used for sending emails?

4 I upload photos onto a website. (are uploaded)
➥ Photos are uploaded onto a website.

Practice

1 Choose the correct word(s).

1. Emails (am - is - are) sent from computers and smartphones.
2. The photos are (upload - uploaded - uploads) onto a website.
3. Videos on the internet (is - are - has) seen by many people.
4. Computers are (using - use - used) for work, communication, games, and shopping.
5. Tablets and smartphones (is - are - am) used in some school lessons.
6. (Does - Has - Is) it used for sending emails? - Yes, it is.
7. (Are - Do - Has) typewriters used today?
8. Is this cell phone (make - making - made) of glass?

2 Rewrite the following using the word(s) in brackets.

1. People see videos on the internet. (seen)
2. We use smartphones to send messages. (are sent)
3. Yes, it is made of wood. (No)
4. I send emails from the computer. (Emails...)
5. A computer is made of metal. (Computers)
6. No, a radio isn't used for sending emails. (Is...?)

Lessons 2&3

The Past Passive

Form

Object مفعول + (was / were) + P.P. التصريف الثالث للفعل

e.g. Samuel Morse invented Morse Code. ☞ Active

e.g. Morse Code was invented by Samuel Morse. ☞ Passive

e.g. More messages were sent all over the world. ☞ Passive

Rewrite Corner

1 People sent many messages all over the world. (were sent)

↪ Many messages were sent all over the world.

2 An email was written yesterday. (Many emails)

↪ Many emails were written yesterday.

3 People wrote messages on paper. (written)

↪ Messages were written on paper.

Practice

1 Choose the correct word(s).

1 Morse Code was (develop - developed - developing) to make messages simple.

2 The telegraph machine (is - was - were) invented in the 1830s.

3 In 1876, the telephone was (invented - invent - invents).

4 The first email (were - is - was) sent in 1971.

5 In telegrams, information (was - were - are) written and read quickly.

2 Rewrite the following using the word(s) in brackets.

1 Graham Bell invented the telephone. **(The telephone)**

....

2 A telegraph message was called telegram. **(messages)**

....

3 Hana sent an email to Rana. **(An email...)**

....

4 I used a camera to take photos. **(was used)**

....

Read and trace.

The telegraph machine made it easy to communicate with people far away. Before the telegraph machine, many letters were sent. These could take a long time to arrive. Messages sent by a telegraph machine were called telegrams. In telegrams, important information was written and read quickly. They were written in Morse Code. This code was invented by Samuel Morse. The cods was understood by the person who worked in the telegraph office. They wrote the messages on paper. Then the paper messages were delivered to the correct person.



Eventually, telegrams were replaced by other forms of communication. In 1876, the telephone was invented. People could speak directly to people far away. The first email was sent in 1971. Communication around the world is now quicker than people in the past ever imagined!



Activities

1 Complete the following dialogue with:

invented - written - reading - sent

Ahmed : What are you doing?

Ali : I'm .... (1) .... a book about the telegraph.

Ahmed : When was the telegraph machine (2) .... ?

Ali : In the 1830s.

Ahmed : How were the messages .... (3)............... by the telegraph?

Ali : Messages were .... (4) in Morse Code.

2 Choose the correct word(s).

1. Computers (was - is - are) used in many offices.
2. A computer is (make - made - making) of metal, plastic and glass.
3. (Does - Were - Is) the World Wide Web (www) used by lots of people?
4. (Am - Is - Are) tablets used for sending emails?
5. The telegraph machine (is - was - were) used in the past.
6. Messages sent by a telegraph machine were (calls - call - called) telegrams.
7. The first email (is - was - were) sent in 1971.
8. Billions of emails (are sent - sending - send) every day.
9. Emails (is - was - aren't) written with a pen and paper.
10. The photos (was - are - were) uploaded onto a website yesterday.

3 Rewrite the following using the word(s) between brackets.

1. I sent an email to my friend. (An email)
2. Yes, the photos are uploaded every day. (No)
3. He wrote the message in Morse Code. (written)
4. Yes, a computer is made of metal and glass. (Is..?)
5. Ahmed delivered the messages to Heba. (were)
6. The bedroom is cleaned every day. (yesterday)
7. Three emails were sent to me yesterday. (One)
8. He developed the machine. (The machine)
9. No, the messages aren't sent. (Are...?)

4 Unscramble the following words to make correct sentences.

1. machine - used - The telegraph - isn't - today - .
2. used for - A telephone - isn't - messages - video - sending - .
3. it - sending - Is - used for - emails - ?
4. invented - in - The telephone - was - 1876 - .

5 Read and match.

1) Computers are used
2) The telegraph machine was
3) A computer isn't
4) Morse Code was developed

a) to make messages simpl
b) in many offices.
c) invented in the 1830s.
d) made of wood.

1- ( ) 2- ( ) 3- ( ) 4- ( )

6 Look and write a sentence under each picture.



computers - used - schools

....



messages - sent - telegraph

....

7 Punctuate the following.

This is ahmed s laptop

....

8 Copy the following sentence.

Cell phones are used everywhere.

....

- Vocabulary
- Learn sounds with Busy Bee!



Definitions

memory	this keeps information for a short time so the CPU can use it الذاكرة
storage	this keeps information for a long time, often in a hard drive التخزين
central processing unit (CPU)	the "brain" of the computer-it makes the computer follow instructions وحدة المعالجة المركزية

Lessons 4&5

Phonics

Listen and repeat. Then read.

au



audio message

رسالة صوتية



p**au**se

توقف

or



M**or**se Code

شفرة مورس



sh**or**t

قصير

aw



dr**aw**

يرسم



str**aw**

بوصة الكتابة



y**aw**n

يتثاءب

Trace and say.

- Listen to the audio. There will be a short pause.
- I want you to draw a picture with paint and a straw.
- Fares, don't yawn in class!

Trace and say.



- Let's play a game. I'll make an audio message about a picture, and play it to you. When I pause the audio, you draw the picture!
- OK! Will it be a short audio? I'm not very good at drawing!

Activities

1 Look and number.







1 CPU
2 monitor
3 printer
4 keyboard
5 mouse
6 external hard drive

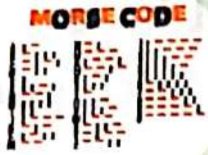






2 Look and complete.


_ _dio message



M_ _se Code


dr_ _


sh_ _t


p_ _se


str_ _


y_ _n


pr_nt _r

3 Look at the pictures and unscramble the letters.

m i o n t o r



....

e n r p i t r



....

u e m s o



....

a i u d o



....

y o r k d a b e



....

n w y a



....

d w r a



....

h s o t r



....

s u p e a



....

4 Look and tick (✓) the correct word.



1. mouse ☐
2. straw ☐



1. audio ☐
2. yawn ☐

5 Read and match.

1) I'm not very
2) Will it be
3) I'll make an
4) Can you

a) a short audio?
b) draw a picture?
c) good at drawing.
d) audio message.

1- (   )   2- (   )   3- (   )   4- (   )

6 Unscramble the following words to make correct sentences.

1 yawn - class - Don't - in - .

....

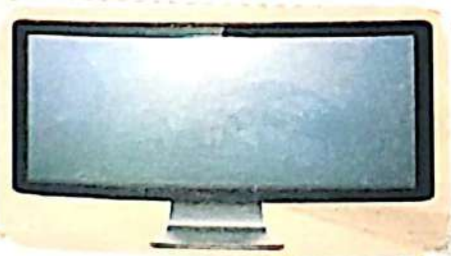
2 the - Listen - audio - to - .

....

3 will be - pause - There - a short - .

....

7 Look and write a sentence under each picture.



big - flat

....



listen - audio

....

Lesson (6) Reading: Transportation

Vocabulary

Listen, point and say.

Old-fashioned transportation

المواصلات القديمة

Modern transportation



horse and cart

حصان وعربة



the first car

أول سيارة



electric car

سيارة كهربائية



steam train

القطار البخاري



high-speed train

قطار شديد السرعة

Read and trace.



A cart is an old-fashioned type of transportation .You need an animal for this.



The first car was invented[1] in 1886 and it had three wheels[2] and an engine[3].



Modern electric cars were invented in 1996.



Steam trains used fossil fuels[4] and caused pollution[5].



Modern high-speed trains can use magnets and go very fast.

1. أخترعت 2. عجلات 3. محرك 4. وقود حفري 5. التلوث

Lesson 6

Look, read and trace.

Transportation

within a city

on foot 

bike 

taxi 

bus 

car 

for long journeys

airplane 

bus 

train 

on water

boat 

ferry 

for lots of people

train 

subway 

Activities

1 Look and complete.


b_ke


c_r


tax_


t_ain


su_way


b_s


b_at


fe_ry

2 Look at the pictures and unscramble the letters.

l e i a a r n p


....

a s u b y w


....

y e r f r


....

b a t o


....

n t a i r


....

t a i x


....

Lesson 6

3 Look and tick (✓) the correct sentence.



1. The steam train used fossil fuels.
2. The electric car was invented in 1996.



1. It is a modern type of transportation.
2. The first car was invented in 1886.

4 Look and number.

1 The first car had three wheels.

2 A boat can go on water.

3 I go to school by bike.

4 This is an airplane.









5 Choose the correct word(s).

1 The (airplane - ferry - subway) can go on water.

2 A (taxi - bus - cart) needs an animal.

3 A/An (electric car - steam train - taxi) used fossil fuels.

4 I go to school (in - on - at) foot.

5 (Boats - Ferries - Cars) have wheels.

6 Fill in the spaces with:

car - subway - airplane - ferry

1 A .... can carry lots of people.

2 A .... goes on water.

3 The first .... had three wheels.

4 An .... can fly.

7 Unscramble the following words to make correct sentences.

1 cars - invented - Electric - were - 1996 - in - .

....

2 first - had - The - wheels - car - three - .

....

3 trains - fossil - Steam - used - fuels - .

....

4 high-speed - can - The - very - trains - go - fast - .

....

8 Punctuate the following.

this is an airplane ....

9 Copy the following sentence.

A boat can go on water.

....

Reading: Pros and cons of transportati

	Pros[1]	Cons[2]
 On foot	- cheap - no pollution	- could be dangerous if there is a lot of traffic - might take a long time to walk to the other side of the city
 By bike	- cheap - no pollution	- could be dangerous if there is a lot of traffic
 By car	- safer and quicker than walking or cycling - can travel at time that suits[3] them, can see the country[4] as they travel	- causes pollution - there is already a lot of traffic in the city - it costs more to travel by car - could take over ten hours - might have to stay overnight somewhere, could be expensive - car will be full with five people and bags - hard to drive over 850 km
 By bus	- safer and quicker than walking or cycling - cheap - lots of room[5] for bags	- may not be as quick as going by car - might have to wait for a bus - causes pollution - slower than plane, car or train - needs tickets - might not be very comfortable
 By train	- cheap - can travel overnight and sleep on the train	- could take over 13 hours - might not be very comfortable - needs tickets - could be expensive
 By plane	- quick - easy	- causes the most pollution - needs tickets

1. ميزات 2. عيوب 3. يناسب 4. الريف 5. مساحة

Look and read.

Adam wants to visit his friend Wael, who lives on the other side of the city. It's a busy city with lots of traffic in some places. He doesn't want his journey to cost a lot of money or cause too much pollution. His parents want him to travel safely.

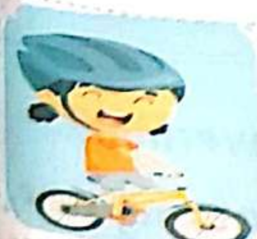


Read and tick (✓) or (✗).

1. Bikes don't cause pollution, but they can be dangerous in a busy city.
2. It is quicker to walk than to go by bike.
3. A bus is usually slower than a car.
4. A bike is faster than a bus.
5. A bus is cheaper than a car.

Activities

1 Look and tick (✓) the correct sentence.



1. It doesn't cause pollution.
2. It needs tickets.



1. It is expensive.
2. You have to wait for it.

Lesson 7

2 Choose the correct word(s).

1. Traveling (by plane – by car – on foot) is cheap.
2. Traveling (on foot – by bike – by plane) causes the most pollution.
3. You can travel by (plane – car – train) at time that suits you.
4. You have to wait for the (bus – bike – car).
5. There is lots of room on the (car – bike – bus) for bags.
6. Traveling (on foot – by plane – by train) takes a long time.

3 Fill in the spaces with:

dangerous - tickets - pollution - traffic - train

1. We need .... to travel by plane.
2. There is already a lot of .... in the city.
3. Traveling by bike doesn't cause any ....
4. You can travel overnight and sleep on the ....
5. Traveling on foot can be .... if there's a lot of traffic.

4 Read and match.

1) Traveling on foot
2) Traveling by plane
3) Traveling by car
4) Traveling by train

a) helps us sleep overnight.
b) helps us travel at any time.
c) causes no pollution.
d) is fast and easy.

1- (   )   2- (   )   3- (   )   4- (   )

5 Complete the following dialogue with:

way - Why - plane - easy

Omar : What's the best .... (1) ... for Hossam?
Ahmed : I think he should travel by (2) ....
Omar : .... (3) ....?
Ahmed : It's fast and .... (4) ....

6 Read the passage and answer the questions.

Sara and her family live in Aswan, and they want to travel to Cairo on holiday. Sara's dad wants to travel quickly. Sara's mom wants the journey to be comfortable. Sara took a lot of clothes with her. They have quite a lot of bags to take. There are five people traveling - Sara, her brother and sister, and their parents.

A) Answer the following questions.

1- Who wants to travel quickly?

....

2- Who wants to have a comfortable journey?

....

B) Choose the correct answer.

3- Sara and her family live in (Aswan – Cairo – Giza).

4- There are (four – three – five) people traveling.

Activities on Unit (11)

1 Look and complete.



t_lep_one



ty_ew_iter



m_u_e



p_in_er

2 Complete the following dialogue with:

Where - made - metal - like

Ahmed : Do you .... (1) .... computer?
Mazen : Yes, I do.
Ahmed : .... (2)..................... are computers used?
Mazen : In many offices, stores and businesses.
Ahmed : What is it .... (3)................................ of ?
Mazen : It's made of .... (4) ....

3 Choose the correct word(s).

1. A (storage – memory – printer) keeps information for a long time.
2. Many letters (is – was – were) sent.
3. Televisions, telephones and cell phones are types of (transportation – communication – population).
4. The photos are (upload – uploaded – uploads) onto a website.

4 Rewrite the following using the word(s) in brackets.

1. We use computers at school. (Computers........)
....

2 Graham Bell invented the telephone. (The telephone..)

....

3 A message was sent yesterday. (Three..)

....

5 Read and tick (✓) or (×).

Adam wants to visit his friend Wael, who lives on the other side of the city. It's a busy city with lots of traffic in some places. He doesn't want his journey to cost a lot of money or cause too much pollution. His parents want him to travel safely.

1 Wael's city is a busy one. ( )
2 Wael doesn't want his journey to cost a lot of money. ( )
3 His parents want him to travel safely. ( )
4 Adam wants to visit his friend Mazen. ( )

6 Unscramble the following words to make correct sentences.

1 prefer - call - video - I - to - friends - my - .

....

2 travel - quickly - Who - to - wants - ?

....

7 Look and write a sentence under each picture.



made - metal - glass

....



draw - a picture

....

8 Punctuate the following.

let s play a game ....

Unit 12 Community connections



Scope and Sequence:

ocabulary	المفردات اللغوية	Newspapers: advertisement, article, byline, caption, cartoons, headline, sports, weather A newspaper story: editor, graphic designer, interview, issue, layout specialist, manager, public service message
anguage	اللغة	- Sherif was walking in the park. He wasn't looking where he was going. - Why were you traveling on the bus yesterday?
eading	القراءة	- A text about how newspapers are made; a text about sources of news.
honics	الصوتيّات	-le endings: article, vehicle -el endings: tunnel -al endings: musical
ife skills	المهارات الحياتية	- Collaboration - Communication - Problem-solving
alues	القيم	- Curiosity - Work ethics
sues and challenges	القضايا والتحديات	- Digital citizenship
ntegrated cross-curriculum opics	التكامل عبر موضوعات المنهج	- Media: Making newspaper, sources of news

Lessons (1 & 2) Let's learn about words

Vocabulary

Listen, point then say.



cartoons
رسوم كاريكاتيرية



front page
الصفحة الأمامية



headline
عنوان رئيسي



weather
الطقس





article
مقالة

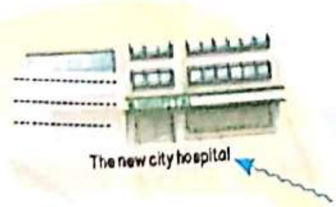


sports
صفحة الرياضة

Newspapers
الجرائد



advertisement
إعلان



caption
تعليق



back page
الصفحة الخلفية

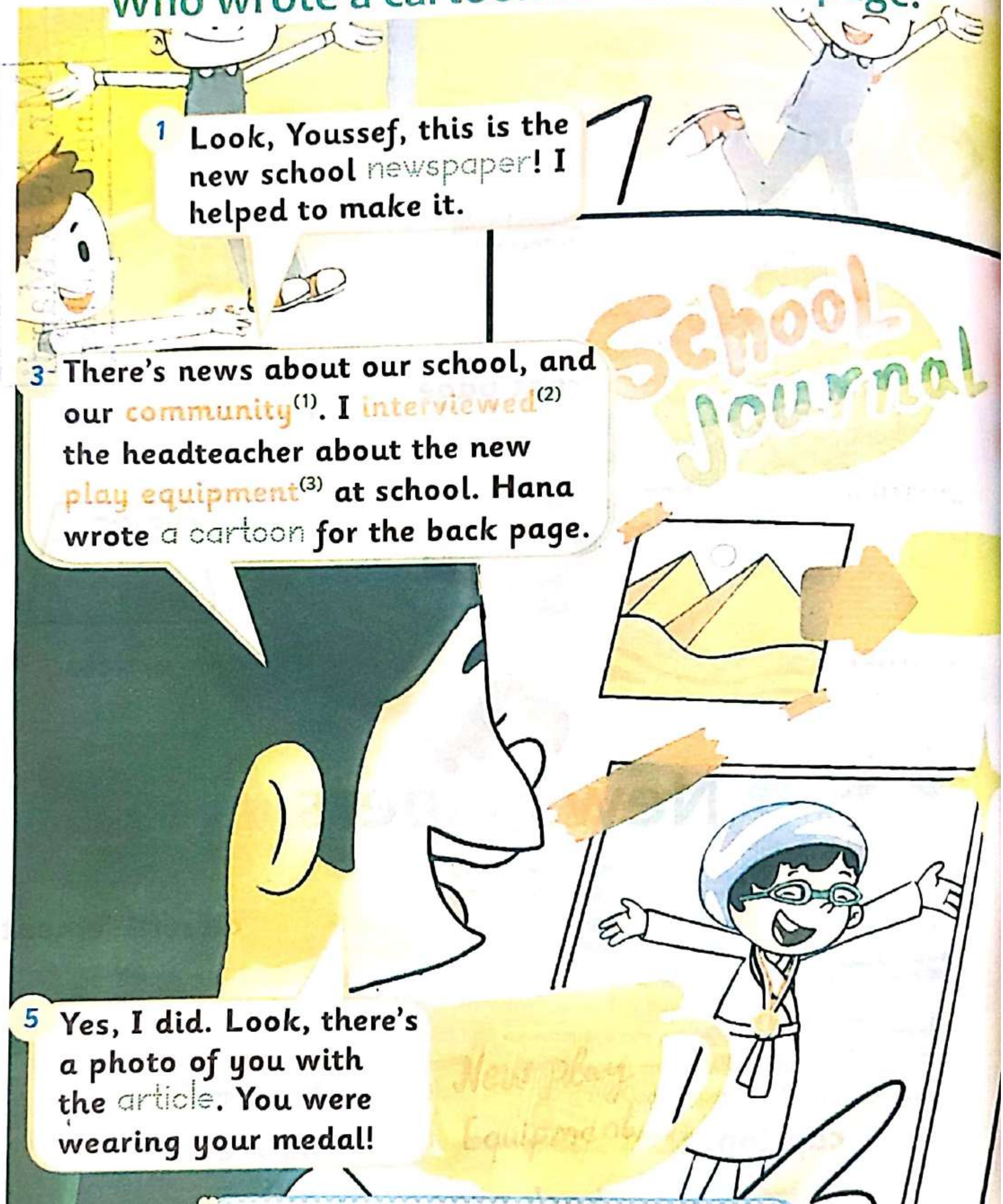


byline
خط ثانوي
يبين اسم كاتب المقال

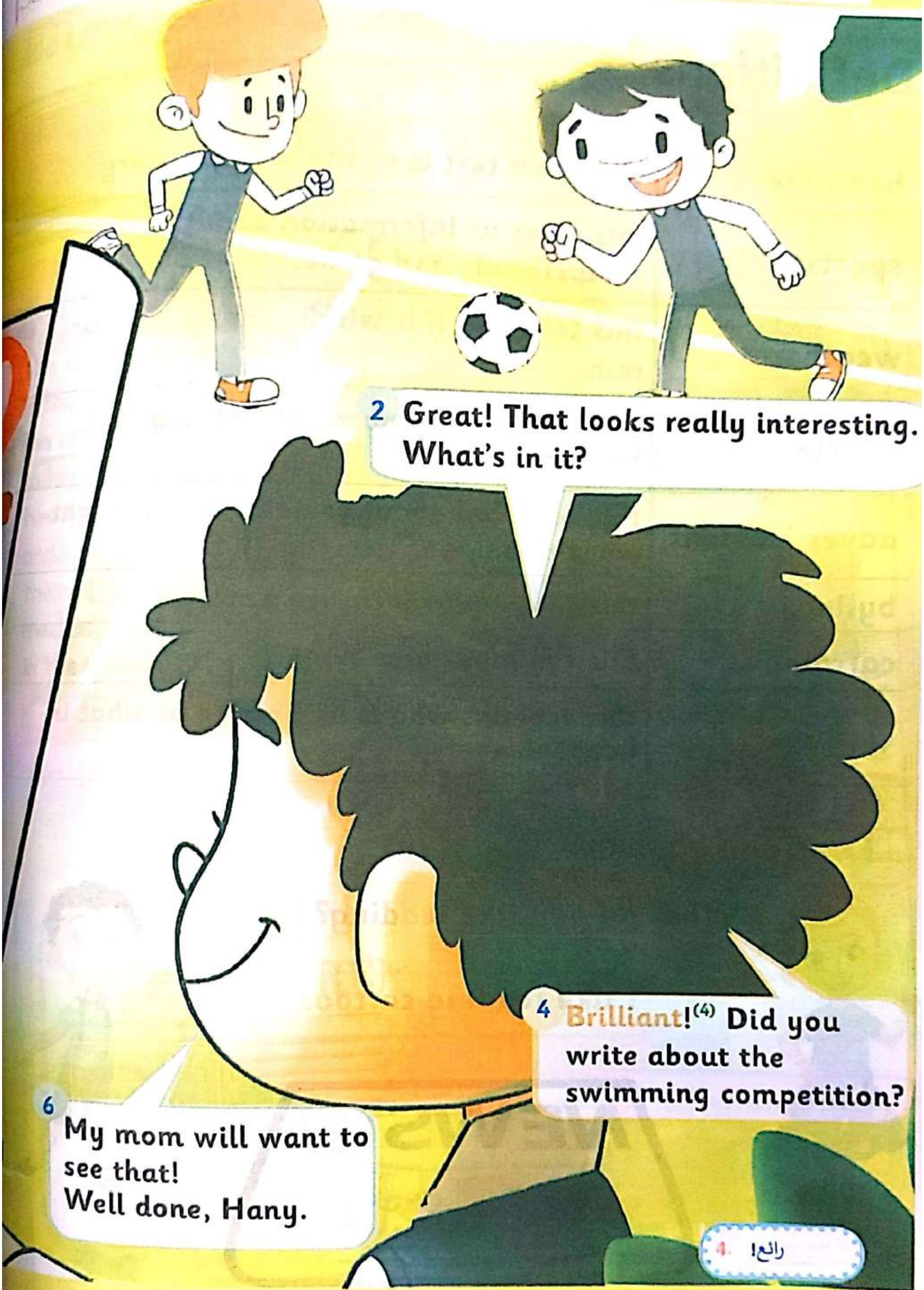
Lessons 1&2

Look, listen and read.

Who wrote a cartoon for the back page?



1. مجتمع 2. أجرى مقابلة 3. تجهيزات الملاعب


2 Great! That looks really interesting. What's in it?
4 Brilliant!(4) Did you write about the swimming competition?
6 My mom will want to see that! Well done, Hany.
4. رائع!

Lessons 1&2

Definitions

headline	this short text is at the top of a story
sports	this gives us information about competitions and games
weather	this tells you if it will be sunny, cold or rainy
article	this tells a story about something that happened
advertisement	this tells you about something you might want to buy
byline	this tells you who wrote a story
cartoon	this can make you laugh
caption	this explains who is in a photo or what is happening

Ask and answer.



What do you like reading?

I like reading cartoons.





Look, read and trace.



Activities

1 Look and number.

1 newspaper

2 weather

3 advertisement

4 cartoon









2 Look and complete.



h_ad_ine



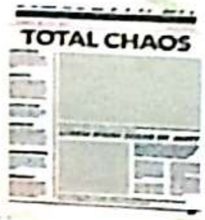
we_th_r



ca_t_on



ad_er_isement



n_ws_aper



s_o_ts

3 Look at the pictures and unscramble the letters.

e r i a
t c l



....

a t c r
o n o



....

e d h a
l n e i



....

e t e d a
v r i s m t
e n



r h e w
t e a



a e m
d l



....

4 Read and match.

1) Headline a) tells you if it will be sunny, cold or rainy.
2) Byline b) This short text is at the top of a story.
3) Cartoons c) tells you who wrote the story.
4) Weather d) can make you laugh.

1- ( ) 2- ( ) 3- ( ) 4- ( )

5 Look at the pictures and complete with:

cartoons - caption - Byline





.... tells who wrote a story. I like reading ....

6 Choose the correct word(s).

1. I (saw - interviewed - played) the headteacher about the new play.
2. A/An (caption - article - byline) tells a story about something happened.
3. A (sports - cartoon - byline) makes you laugh.
4. A (caption - radio - byline) tells you about a photo in a newspaper.
5. He is wearing a (book - medal - photo).

Lessons (3 & 4) Language use: The past continuous

Look, read and trace.



The Past Continuous

Form

(I / He / She / It / A singular noun) + was + (verb + ing)
(We / You / They / A plural noun) + were + (verb + ing)

e.g. Sherif was walking in the park.
- They were running on the track.

Usage

- We use the past continuous to talk about things that were in progress at a particular time in the past.

نستخدم الماضي المستمر للحديث عن الأشياء التي كانت مستمرة في وقت محدد في الماضي.

e.g. Sherif was sitting on the floor at 6 o'clock yesterday.

Keywords

at (6) o'clock yesterday	at (10) o'clock last (Friday)
yesterday (morning / evening / ......)	

e.g. Tarek and Ashraf were walking yesterday morning.

Negative

(I / He / She / It) + wasn't + (verb + ing).
(We / You / They) + weren't + (verb + ing).

e.g. I wasn't watching TV.
- They weren't listening to the guide.

Notice. wasn't = was not weren't = were not

(Yes / No) questions

Was / Were + subj. الفاعل + (verb + ing).....?

e.g. Was he walking in the park?
☺- Yes, he was. ☹- No, he wasn't.

Lessons 3&4

Wh- questions

Q.W. + (was / were) + subj. (فاعل) + (verb + ing)....?

e.g. Why were you traveling on the bus? - What was the boy doing?

Notice. - sit → sitting - make → making

Look, read and trace.



Talia: Why were you traveling on the bus yesterday?

Aya: I was visiting my grandparents.

Talia: What did you see?

Aya: I saw children putting up posters outside a school.

Talia: Why were they doing that?

Aya: They were advertising 'Help the Environment' Day. Some children were talking about what we can do to protect the planet.

Talia: What did you do?

Aya: I got off the bus to listen. They were saying some very important things. One boy was showing a video he made about cleaning the beach.

Talia: Was he answering questions about it?

Aya: Yes, he was. It was very interesting.

Rewrite Corner

1 He was walking in the park. (They)
➡ They were walking in the park.

2 Dad was making breakfast. (not)
➡ Dad wasn't making breakfast.

3 They were listening to the guide. (What)
➡ What were they doing?

4 I am visiting my grandparents now. (yesterday morning)
➡ I was visiting my grandparents yesterday morning.

5 Were the children traveling on the bus? (Was)
➡ Was the child traveling on the bus?

6 We were having lunch. (I)
➡ I was having lunch.

7 What was the boy doing? (were)
➡ What were the boys doing?

Practice

1 Choose the correct word(s).

1 Why were you (traveling - travel - traveled) on the bus?
2 What (was - were - did) the children doing?
3 They were (say - says - saying) some important things.
4 Was he (answer - answering - answered) questions?
5 I (having - have - was having) breakfast at 10 o'clock yesterday.
6 No, she (didn't - wasn't - hasn't) running fast.

2 Rewrite the following using the word(s) in brackets.

1. The boy was drinking juice. (What)
....
2. They were cleaning up. (not)
....
3. I was visiting grandma. (We)
....
4. The children were running. (Aya)
....
5. Was the girl sleeping? (Were)
....

Activities

1 Complete the following dialogue with:

having - wasn't - cleaning - were

Talia : Good afternoon, Rana.
Rana : Good afternoon, Talia.
Talia : What .... (1) .... you doing at ten o'clock yesterday?
Rana : I was .... (2) .... breakfast.
Talia : Were you .... (3) .... your room in the evening?
Rana : No, I .... (4) .... I was watching TV.

2 Choose the correct word(s).

1. Sherif was (walk – walks – walking) in the park.
2. He (wasn't – weren't – aren't) looking where he was going.
3. Tarek and Ashraf (is – were – was) walking in the park.
4. Sherif was (sitting – sits – sit) on the floor.
5. Why (you were – were you – do you) traveling on the bus?
6. What (he was – does he – was he) doing?
7. (Was – Were – Is) the children talking?
8. (I – He – They) were saying important things.
9. (Was he – Does he – Has he) answering questions?
10. What were you doing at ten o'clock (tomorrow – yesterday – now)?

3 Rewrite the following using the word(s) in brackets.

1. The children were playing. (What ...?)
....
2. No, he wasn't eating lunch. (Was ......?)
....
3. Yes, I was having breakfast. (No)
....
4. One boy was showing a video. (Two boys)
....
5. Was she answering questions? (Yes)
....
6. They were walking in the park. (Where ......?)
....

Lessons 3&4

4 Read and match.

1) Was he jumping?
2) Were they talking?
3) Where was she going?
4) What were you doing?

a) No, they weren't.
b) Yes, he was.
c) I was having dinner.
d) She was going to school.

1- (   )   2- (   )   3- (   )   4- (   )

5 Look and tick (✓) the correct sentence.



1. Dad was making breakfast for the children. ☐
2. Dad was watching TV. ☐



1. She was running on the track. ☐
2. She was sleeping. ☐

6 Punctuate the following.

what was soha doing

....

7 Copy the following sentence.

She was going to school.

Lesson (5)

Learn sounds with Busy Bee!

-le, -el, -al endings

Phonics

Listen and repeat. Then read.

-le



article
مقالة



vehicle
مَرْكَبَة

-el



tunnel
نفق



camel
جمل

-al



hospital
مستشفى



musical
موسيقى

Lesson 6

Read and trace.

I read an article **about a** musical camel **that can drive a** vehicle**!**



Writers use a keyboard to write magazines and newspapers.



space bar
مفاتيح المسافة



shift
مفاتيح تبديل



enter
مفاتيح الإدخال



numbers
مفاتيح الأرقام

Activities

1 Look and number.

1 article
2 musical
3 hospital
4 vehicle









2 Look at the pictures and unscramble the letters.

e n
e t r



....

f h
s i t



....

b u m
r n e s



....

3 Look and complete.



tunn_ _



cam_ _



artic_ _



hospit_ _

4 Look and tick (✓) the correct word.



1. enter ☐
2. shift ☐



1. numbers ☐
2. tunnel ☐



1. musical ☐
2. hospital ☐



1. shift ☐
2. vehicle ☐

5 Read and match.

1) I read an article
2) You can drive
3) My father works
4) The camel is

a) in a hospital.
b) in the desert.
c) about music.
d) a vehicle.

1- (   ) 2- (   ) 3- (   ) 4- (   )

Lesson 6

6 Unscramble the following words to make correct sentences.

1 vehicle - The - fast - is - .

....

2 reading - love - I - articles - .

....

3 long - The - is - tunnel - .

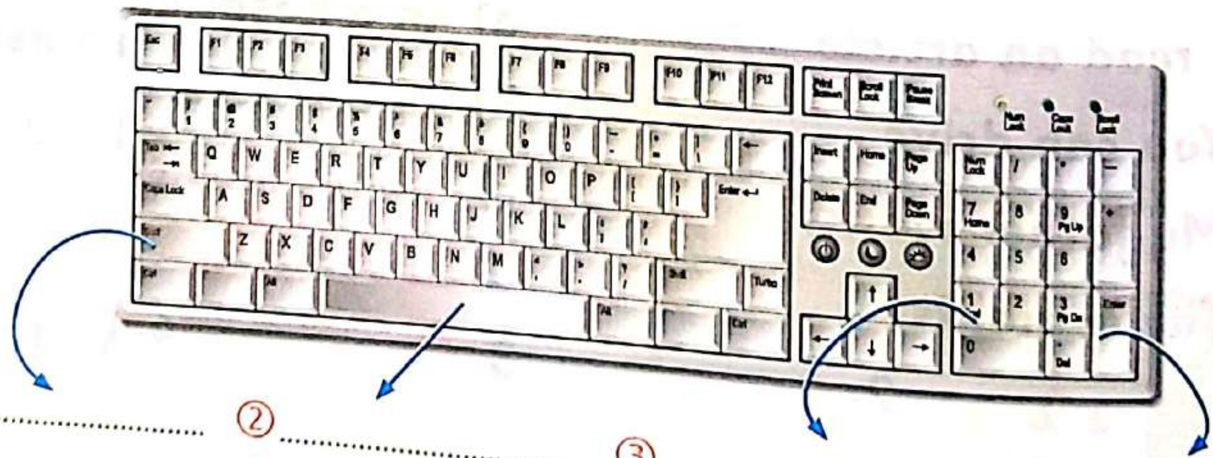
....

7 Copy the following sentence.

The hospital is big.

8 Writers use a keyboard to write magazines and newspapers. Look and write.

space bar - enter - shift - numbers



① .... ② .... ③ .... ④ ....

CLIL:

Lesson (6) Making newspapers

Definitions

An editor	is the person who decides what the newspaper should look like المحرر
A journalist	finds out important things that are happening and writes about them الصحفي
A layout specialist	is the person who decides what stories go into a newspaper أخصائي إخراج
The printing press	is where newspapers are printed المطبعة
Distribution	is packing newspapers and sending them to shops التوزيع



Lesson 6

Read and tarce

Making newspapers



How are newspapers made?

Making a newspaper is very hard work. Journalists, editors and layout specialists have to work very quickly as a team to get the whole newspaper ready in one day.
The five areas that have to work together are news, stories, advertising, production[1] and distribution.

News

Journalists find out the important and exciting things that are happening every day. Some journalists work in the local area of a town or city. Others can travel all over the world. They try to learn as many facts as they can about an event, and interview[2] people who know about it. Then they write the news story and send it to the editor.



1. الانتاج 2. يجري لقاءا صحفيا

Read and learn.



Stories

Lots of newspapers have articles and stories about general events. These can give people's opinions about the news and events that are happening in the world.

Advertising[1]

Lots of people read newspapers, so it is a good place for businesses[2] to advertise. Newspapers need to have advertisements in them, because they make money from selling space on the page. All the advertisements have to be ready on time to go in the newspaper.

1. الإعلان 2. شركات

Lesson 6

Read and trace.

Production

When the files are ready, they are sent to the printing press. The pages of the newspaper are made into an image on a thin metal plate[1]. Then big rolls[2] of paper go through machines over the metal plates.



The newspaper is printed! The printers work all night and make lots of copies of the newspaper. Some modern printers can make 70,000 copies an hour!



Distribution

The newspapers are packed[3] overnight and they are sent to shops all over the country for people to buy in the morning.



1. لوح معدني
2. بكرات
3. تعبأ

Writing

Descriptive paragraphs (الفِقرات الوصفية)



- Spend some time thinking of the topic of your paragraph.
فكر في موضوع الفقرة لبعض الوقت.



- Write down all details that come to your mind.
سجل كل التفاصيل التي تتبادر إلى ذهنك.



- Arrange the details to follow a logical order.
رتب التفاصيل ترتيبًا منطقيًا.

- Write a topic sentence, supporting details and a concluding sentence.
اكتب الجملة الرئيسية وادعمها بالتفاصيل ثم جملة ختامية.



- Try to link each sentence to the one that comes before or after it
حاول أن تكون الجملة مترابطة مع الجملة التي تسبقها والتي تليها.

Write a paragraph about the production of a newspaper describing:

1- **What happens?**
2- **Why is it important?**
3- **What happens next?**

The production of a newspaper is a great step. It starts when the files are ready. They are sent to the printing press. The pages of the newspaper are made into an image on a thin metal plate. Then big rolls of paper go through machines over the metal plates.
The newspaper is printed! The printers work all night and make lots of copies of the newspaper. Some modern printers can make 70,000 copies an hour!

Activities

1 Read and match.

1) Making a newspaper
2) Lots of newspapers have
3) The newspapers are sent
4) Journalists find out

a) important things
b) is a very hard work.
c) articles and stories.
d) to shops all over the country.

1- (   )   2- (   )   3- (   )   4- (   )

2 Choose the correct word(s).

1 Newspapers need to have (metal plates - copies - advertisements) because they make money from selling space on the page.

2 A/An (editor - journalist - specialist) decides what stories go into a newspaper.

3 When the files are ready, they are sent to the (shops - printing press - plates).

4 A/An (layout specialist – editor – journalist) is the person who decides what the newspaper should look like.

3 Unscramble the following words to make correct sentences.

1 are - Newspapers - in - store - this - sold - .

....

2 by - chosen - Articles - editor - the - are - .

....

3 are - made - How - newspapers - ?

....

4 Fill in the spaces with:

newspapers - time - copies - stories - packed - made

1. Lots of newspapers have articles and .... about general events.
2. All the advertisements have to be ready on ....
3. Some modern printers can make 70,000 .... an hour.
4. The newspapers are .... and sent to the shops.
5. Lots of people read ....
6. How are newspapers ....?

5 Punctuate the following.

making a newspaper is a very hard work

....

6 Copy the following sentence.

I like reading the newspapers.

Lesson (7) CLIL: Media: Sources of news

Read and trace.





Journalists travel all over the world to report[1] the news, and we can get the news from lots of different places.

Newspapers[2]:

I'm Bella. My parents buy a newspaper every day. They read the main[3] news stories and lots of other articles.
There is news about sports, too. It's very interesting and there is a lot to read.





TV news[4]:

I'm Adam. In our family, we watch the news on television.
It is live[5] – it is happening at the same time as we watch it. The news can sometimes change very quickly, and on TV we can find things out straight away. Newsreaders[6] present the news and we can watch videos from different places around the country and the world.





Radio news[7]:

I'm Gamila. My mom likes listening to the news on the radio when she is in her car or at home.
The radio presenters[8] explain everything very clearly. Sometimes people can phone in and ask questions or say what they think in a radio program. It's interesting, but I like listening to music in the car!



Social media[9]:

I'm Aser. My elder sister reads the news on her phone. It is updated[10] very quickly, and you can find out what different people think about a news story. Sometimes people can share stories on social media that aren't true, so it's useful to know where a story comes from.



1. ينقل الأخبار 2. الصحف 3. رئيسي/أساسي 4. أخبار متلفزة 5. مباشر
6. مقدم نشرة الأخبار 7. أخبار إذاعية 8. مقدمي البرامج الإذاعية 9. وسائل التواصل الاجتماعي 10. تُحدَّث

Answer the questions.

1 Where do we get our news from?

....

2 Why is it good to be able to learn the news quickly?

....

Activities

1 Look and complete.



new_pa_er



T_ne_s



so_ial me_ia



new_rea_er

Activities

2 Read and match.

1) newspapers
2) TV
3) radio
4) social media

a) you can read this on a smartphone and it is updated very quickly
b) you can read news stories and other articles
c) you can listen to presenters and other people on news program
d) you can watch this live and see videos from all over the world

1- ( ) 2- ( ) 3- ( ) 4- ( )

3 Read and tick (✓) or (×).

I'm Bella. My parents buy a newspaper every day. They read the main news stories and lots of other articles. There is news about sports, too. It's very interesting and there is a lot to read.

1 Bella's parents buy a newspaper every day. ( )
2 They don't read the main news stories. ( )
3 There is news about sports in the newspaper. ( )
4 It isn't interesting to read. ( )

4 Choose the correct word(s).

1 Journalists travel all over the world to (play - make - report) the news.
2 (Doctors - Teachers - Newsreaders) present the news.
3 Social media is (updated - repeated - watched) very quickly.
4 I like listening to the news (in - on - at) the radio.
5 You can listen to presenters on (TV - computer - radio).
6 I like (reading - listening - watching) to music in the car!

5 Unscramble the following words to make correct sentences.

1 read - on - the news - I - phone - my - .

....

2 do - get - we - Where - news - our - from - ?

....

3 news - watch - We - television - on - .

....

6 Look and write a sentence under each picture.



dad - newspaper

....



listen - news

....



news - TV

....



read - phone

....

7 Punctuate the following.

i m adam

....

Lesson (8) Be an editor!

Listen and read. Match the headlines to the news stories.

1 **Rain, Rain , Rain**

2 Return[1] of the Champions![2]

3 **A Win[3] for Medicine**

4 Space[4] Discovery

a
There were problems in Madrid and Barcelona today after heavy rain. There were floods[5] in parts of the cities and cars were damaged..

b
Scientists[6] at the university[7] have spoken about their exciting work in space exploration[8]. "We think we have found a new planet, about the same size as Earth." said Dr Fahmy ...



c
The Women's Soccer Team came back yesterday from their competition in France. They won all three of their matches. I spoke to the team captain. "We're so happy." she said........

d
Doctors and scientists celebrated[9] today after a new medicine was discovered to protect from heart disease[10]. "This will really help our fight against[11]" dangerous illnesses,[12] said Dr Hassan. ...

1. عودة
2. الأبطال
3. انتصار
4. الفضاء
5. فيضانات
6. العلماء
7. الجامعة
8. استكشاف
9. احتفلوا
10. مرض القلب
11. ضد
12. الأمراض

Activities

1 Look and number.

1 rain

2 medicine

3 champion

4 space









2 Look and tick (✓) the correct sentence.



1. There were floods and the cars were damaged.
2. Scientists have found a new planet.



1. The Women's Soccer Team came back yesterday from France.
2. Scientist discovered a new medicine.

3 Choose the correct word(s).

1 There were (scientists - champions - floods) after the heavy rain.

2 Earth is our (university - planet - space).

3 The team (scientist - captain - doctor) is so happy.

4 Doctors discovered a new medicine for heart (competition - disease - floods).

5 Scientists fight against dangerous(medicine - champions - illnesses).

Activities

4 Unscramble the following words to make correct sentences.

1 Madrid - There - problems - were - in - .

....

2 team - I - to - spoke - the - captain - .

....

3 celebrated - Scientists - and - today - doctors - .

....

5 Read and match.

1) There were floods.
2) Scientists at the university
3) The heart disease
4) The team

a) is a dangerous illness.
b) won three matches.
c) work in space exploration.
d) and the cars were damaged.

1- (   ) 2- (   ) 3- (   ) 4- (   )

6 Fill in the spaces with:

medicine - team - space - floods

1 The rain caused ....

2 Scientists at the university work in .... exploration.

3 The .... captain was happy. They won.

4 Doctors and scientists discovered .... to protect us from heart disease.

Activities on Unit (12)

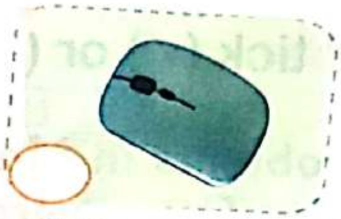
1 Look and number.

1 newspapers

2 article

3 hospital

4 mouse









2 Complete the following dialogue with:

saw - traveling - did - was

Anas : Why were you ..... (1)... on the bus yesterday?
Seif : I .... (2).........visiting my grandparents.
Anas : What .... (3).. you see?
Seif : I .... (4) .... some children.
Anas : Did you enjoy your time?
Seif : Yes, I did.

3 Choose the correct word(s).

1 Was he (answer – answering – answered) questions about the flood?

2 (Weather – Article – Sports) tells you if it will be sunny, cold or rainy.

3 She (were – did – was) running on the track.

4 I read a/an (article – tunnel – hospital) about music.

4 Rewrite the following using the word(s) in brackets.

1 She was visiting her grandparents. (not)

....

2 I was answering questions. (They)

....

3 We were making breakfast. (What)

....

5 Read and tick (✓) or (×).

There were problems in Madrid and Barcelona today after heavy rain. There were floods in parts of the cities and cars were damaged.

1 There were problems in Madrid and Cairo. (   )
2 There was heavy rain. (   )
3 There were floods in parts of the cities. (   )
4 The cars weren't damaged. (   )

6 Unscramble the following words to make correct sentences.

1 they - guide - Were - to - the - listening - ?

....

2 wearing - medal - were - You - your - .

....

7 Look and write a sentence under each picture.



having - breakfast

....



vehicle - fast

....

8 Punctuate the following.

ahmed s car isn t new ....

Activities (1) on Review (4)

1 Look and complete.



tunn_ _



b_nd_ge



c_mpa_s



la_t_p

2 Complete the following dialogue with:

park - where - map - adventure

Hany : I love .... (1) ....
Amr : Let's go to the .... (2) ....
Hany : We'll need a .... (3) ....
Amr : Why?
Hany : To show us .... (4) .... to go.

3 Choose the correct word(s).

1 I can (draw - swim - eat) a camel.
2 The first email (send - is sent - was sent) in 1971.
3 My arm hurts. I wear a (jacket - cast - cap).
4 If you push the pencil, the ruler (move - will move - is moving).

4 Rewrite the following using the word(s) in brackets.

1 He is having breakfast. (at 6 o'clock yesterday)
....
2 You touch that. You get burnt. (If)
....
3 Mom cooked lunch. (Lunch)
....

Review (4)

5 Read and tick (✓) or (×).

A compass can show us which direction to go. It has a magnetic needle. It always points to the north. We also use a map to show us where to go. It has an arrow that shows the direction.

1 A compass shows us directions. (   )
2 The compass has a plastic needle. (   )
3 The needle always points to the north. (   )
4 A map shows us where to go. (   )

6 Unscramble the following words to make correct sentences.

1 this - website - Look - at - .

....

2 do - What - like - you - reading - ?

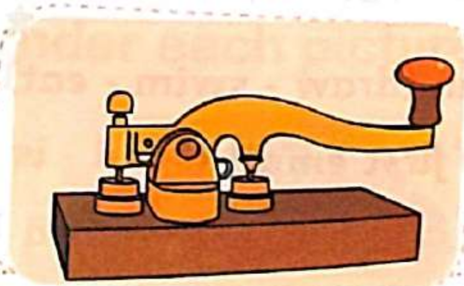
....

7 Look and write a sentence under each picture.



like - cartoons

....



This - telegraph

....

8 Punctuate the following.

it s our dad s car

....

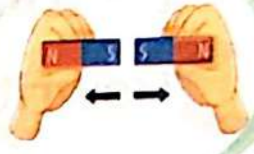
Activities (2) on Review (4)

1 Look and complete.









p_l_s distri_uti_n ce_l pho_e re_e_

2 Complete the following dialogue with:

pick - metal - repel - poles

Anas : Can I ask you some questions?
Seif : Yes, you can.
Anas : What will happen if you put two north .... (1) .... together?
Seif : They will .... (2) ....
Anas : What will happen if an object .... (3) .... is near a magnet?
Seif : The magnet will (4) .... it up.

3 Choose the correct word(s).

1. You need to buy a stamp to send a/an (telegram – letter – email).
2. The hospital has (modern – old – ancient) equipment.
3. If you watch his video, you (learns – learnt – will learn) about magnets.
4. Billions of emails are (sent – send – sends) every day.
5. I was (do – does – doing) my homework yesterday morning.
6. (Pull – Push – Friction) brings something towards you.

Review (4)

7 Mom (were – was – did) cooking lunch in the kitchen.

8 My sister likes sending (audio – sound – reading) messages.

9 (Magnetism – Reading – Writing) is a type of force.

10 The (plane – steam train – car) is an ald-fashined of transportation.

4 Rewrite the following using the word(s) in brackets.

1 Take an umbrella or you will get wet. (If)

....

2 He was reading the newspaper. (They)

....

3 The lesson was written yesterday. (were)

....

4 They were cleaning the house. (She)

....

5 Read and tick (✓) or (×).

The telegraph machine made it easy to communicate with people far away. Before the telegraph machine, many letters were sent. They took a long time to arrive. Massage sent by a telegraph machine is called telegram.

1 Letters took a short time to arrive. (   )

2 Before the telegraph, many letters were sent. (   )

3 The telegraph made it difficult to communicate with people. (   )

4 Messages sent by telegraph machine is called radio. (   )

6 Unscramble the following words to make correct sentences.

1 very - not - good - I'm - drawing - at - .

....

2 doing - the - were - What - children - ?

....

3 people - of - Lots - newspaper - read - .

....

4 in - are - used - Computers - offices - .

....

5 can - show - A compass - directions - you - .

....

7 Look and write a sentence under each picture.



need - map

....



"I'll only give you the paper if you promise not to let the news upset you."

like - reading - cartoon

....

8 Punctuate the following.

a compass needle points to the north

....